The University Journa

Devoted to the Interests of the University and of Secondary Education in the State of Nebraska.

Vol. IV. LINCOLN, NEBRASKA, OCTOBER, 1907, No. 1.

GEORGE ELLIOTT HOWARD, A. B., '76,
Professor of Political Science and S

R. GEORGE ELLIOTT HOWARD

From 1874 to 1894 no personality in University circles was better known or more influential than that of Professor George E. Howard. During the next decade, while he was at Leland Stanford Junior University, the undergraduate body of his alma mater knew only of his reputation. Since his return to us the whole University has again felt the power of his strong character and has recognized in him a great teacher.

Dr. Howard received the first A.B. degree given by this University, in 1876. He immediately went to Europe, spending two years at the Universities of Munich, Vienna, and Paris in the study of history. Returning to Nebraska he became Instructor in English and History, and soon after laid the foundations for the many chairs of History, Political, Economic, and Social Science which we now have. He became Professor of History in 1882, and in 1891 the department was giving about one-fifth of the instruction offered by the University. In twelve years History had grown from almost nothing to nearly one-fifth of the entire University work, and had become the strongest department in the institution.

Upon the founding of Leland Stanford Junior University, Prof. Howard was the first man chosen for the faculty. He was entrusted with the organization of all work in the Historical Scie[illegible]s, and for ten years was one of the st[illegible] forces in that institution. His [illegible]om Stanford under circ[illegible]reditable to him. [illegible] moral ideals can [illegible]ched.

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Partial Bibliography of Dr. Howard's Writings.

Local Constitutional History of the United States. Pp. xvi+526, 8°. Johns Hopkins University, 1889.

"Development of the King's Peace and the English Local Peace—Magistracy:" in **University Studies, I.** University of Nebraska, 1891.

History of Matrimonial Institutions chiefly in England and the United States. 3 vols., 8° Chicago and London, 1904.

Preliminaries of the Revolution. Pp. xviii+360, 8°. Harpers, New York, 1905.

"Social Control and the Function of the Family:" in **Congress of Arts and Science,** vol. vii. Houghton, Boston, 1906.

"Modern English History and Biography, 1485—1900:" 350 articles in **New International Encyclopaedia.** New York, 1901—1902. Professor Howard was editor and, in part, author of these articles, the writers associated with him being Dr. Guernsey Jones, Dr. George Kriehn, Professor George Willis Botsford, and Professor Howard W. Caldwell.

"Marriage and Divorce:" in **Encylopaedia Americana,** x. New York, 1904.

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"The Problem of Uniform Divorce Law in the United States:" in **The American Lawyer,** xiv. New York, 1906.

"The State University in America" in **Atlantic Monthly,** March, 1890.

The Evolution of the University: First Annual Address before the Alumni Association of the University of Neb., Pamphlet, pp. 36. Lincoln, 1890.

The American University and the American Man: Second Commencement Address, Stanford University, Pamphlet, pp. 22. Palo Alto, 1893.

The West and the Public University: Quarter-Centennial Address, University of Nebraska. Newspapers, 1904.

"British Imperialism and the Civil Service:" in **Political Science Quarterly,** xiv. Boston, 1899 Or the same in President David Starr Jordan's **Imperial Democracy.** New York, 1899

"The Study of History in Schools:" in **Educational Review,** March, 1900.

The Social—Economic Meaning of Life Insurance. Pamphlet, Lincoln, 1907.

"The Increased Proportion of Women in Liberal Arts Courses in the Colleges.:" A paper read before the Nebraska Schoolmaster's Club. **State Journal,** Jan. 20, 1906.

"The Place of History in Modern Education:" An Address before the Nebraska State Historical Society: in **Transactions and Reports,** I. Lincoln, 1885.

Many book-reviews in Educational Review, Political Science Quarterly, Annals of the American Academy, The Nation, American Historical Review, American Political Science Review, American Journal of Sociology, and other publications.

ALUMNI TIDINGS

David H. Mercer, '80, writes a reminiscent letter from Washington, D. C., his present home. Mr. Mercer represented the Omaha district in Congress for ten years, a longer period than any other person ever represented any district in this state. He is now practicing law in the Capital city. To Dr. Wolfe he writes: "Your name has brought back old days and I carefully secured your message so that it would receive proper reply. I often think of you and my other friends and regret that I have been unable to enjoy an alumni 'roundup.' * * * The untimely passing away of Sam Cox gave me a shock. Sam was the first of 1880 to go. I notice that Caldwell and Fossler are still with the University. When you meet them give them my regards. The same to your good father. * * * You always remind me of the Sunday you and I mailed a very hot edition of the 'Hesperian Student' after many difficulties."

Edwin P. Unangst, '81, is just completing his twelfth year as Judge of the Superior Court in San Luis Obispo, California. Judge Unangst has a delightful home in the quaint old mission town of San Luis. His residence is in the 'orange belt,' in the midst of fruit trees and flowers, such as only a California can offer. Only a few miles away lies the finest ocean beach in the world. Surrounded by a happy family, life for Judge Unangst has surely been worth the living.

Lincoln Frost, '86, has been re-nominated by the Republicans for Judge of the District Court in Lancaster county.

Charles S. Lobingier, '88, is now Judge of the Court of First Instance in the Philipine Islands. Judge Lobingier has just finished his work as Chairman of the Commission to codify the Philippine Laws. He has spent several months of a long vacation in this country, partly on official business, partly for rest, and chiefly to visit awhile with his parents, who celebrated their golden wedding last month. He is now returning to the Islands for further service. His record there reflects honor upon Alma Mater, upon Nebraska, and upon our country.

Grace Barrett Robertson, '88, of North Yakima, Wash., writes encouraging words in favor of all means that will increase the interest of graduates in the prosperity of our Alma Mater. "I wish very much I could repeat my one experience of 1903 and attend commencement exercises again. But transportation isn't one of the perquisites of the editor since the interstate commerce commission got in its deadly work, so I must stay at home now." She and her husband have been deeply interested in the right growth of their own state university at Seattle.

The many friends of the late W. N. Fletcher, '89, will be interested in a touching incident that has been of much comfort to his bereaved parents. A tourist from the Black Hills noticed the lone grave of a Nebraskan in the land of snow, and took a photograph of it, showing the monument erected by the local bar association in memory of their colleague who had given his life for a stranger. A conductor in a train running from Alliance recognized the name, and secured a copy of the photograph for Mr. and Mrs. Fletcher.

THE EARLY NINETIES

Edwin Farmer, '90, spent a few days in Lincoln last semester. Mr. Farmer has resided in Honolulu for the past dozen years. He is now Deputy Collector and Inspector of Customs.

Dena Loomis Gere, '90, resides in Honolulu, and makes no promises about returning permanently to the States.

Florence N. Jones, A. M., '91, is Instructor in Romance Languages in the University of Illinois. Miss Jones received the degree Ph. D. from the University of Chicago in 1903.

Charles Daniel Schell, '91, is Principal of the Provincial School at Pasig, Rizal Province, P. I. Mr. and Mrs. Schell are both teaching. They have been in the islands for five years, with one-half year vacation, spent at home in Beatrice, Nebraska. They have one child, a little girl about nine years old. They expect soon to return to the States to remain permanently.

Hervey B. Hicks, '91, Law, '94; 512 Rector Building, 122 Monroe St., Chicago. Mr. Hicks as counselor at Law gives his chief attention to credit Insurance. In recent years he has also been engaged in business as managing director of the Chicago Engineering and Constructing Co., but hereafter he will devote his entire time to his profession, specializing in credit insurance whose future he regards as brighter and as having more possibilities than any other line of insurance, in the next ten years. He has taken graduate work in the University of Chicago and also in the Chicago-Kent College of Law. Soon after going to Chicago Mr. Hicks became a member of Memorial Baptist Church of which Lathan A. Crandall D. D. was pastor. Dr. Crandall had been pastor of the Twenty-Third Street Baptist Church, New York, and of the Euclid Avenue Baptist Church of Cleveland, Ohio. He represents the very highest type of progressive, religious work in the ministry, and through his personality exerted a great influence upon the life of Mr. Hicks. In 1899 Mr. Hicks and Vinnie Crandall were married. Mrs. Hicks is a graduate of the University of Chicago, class of 1896. They have one child, Hervey B. Hicks, Jr. Mr. Hicks is always glad to meet people from Nebraska, especially former students of the University.

Harriet E. Towne, '94, spent the summer traveling in Europe. She resumes her work in the Lincoln high school with renewed enthusiasm.

O. R. Bowman, '94, has been re-nominated for superintendent of schools of Lancaster county for a third term.

E. B. Sherman, '95, has resigned the position of superintendent of city schools at Columbus, to accept an appointment by Governor Sheldon as superintendent of the State Industrial School at Kearney.

Miss Grace Bridge, '95, head of the Latin department of the Lincoln high school, is spending this semester in Europe on a leave of absence.

Eva M. Cooper, '95, is teaching in the Cavite High School. Her address is U. S. Naval Station, Cavite, P. I.

David P. Barry, '95, is teaching in the high school of Rochester, N. Y. Mr. Barry received the degree A. M. from the University of Rochester in 1900. He has devoted considerable time to the study of Architecture and will soon engage in the practice of that profession.

THE LATE NINETIES

Ernest A. Bessey, '96, is in charge of the Subtropical Laboratory in the Department of Agriculture as Pathologist. He received the degree Ph. D. from the University of Halle (Germany) in 1904.

C. W. McMichael, '97, has been elected superintendent of schools at Holdrege. For several years he has had charge of the schools at Arapahoe and has established an excellent reputation.

A Nebraska party, under the direction of Dr. Clements, spent the summer studying the Rocky Mountain flora in Colorado. The members of the party were Dr. and Mrs. Clements, Prof. R. J. Pool, of the University of Nebraska; A. T. Bell, '98, Professor of Botany at Wesleyan University; Miss Louise Allen, '06, and Misses Ethel Field, '08, and Nellie Stevenson, 08, students in the department of botany. A pleasant and profitable trip is reported. Several hundred additions were made to the hertarium, and material was collected bearing on the relation of the sage plants to their environment.

Harold N. Allen, Ph. D., '96, now Professor of Physics and Electrical Engineering in the College of Science, Poona, India, writes that he and Mrs. Allen are very happy in their new home, and that they are keeping well. Mrs. Allen especially is much stronger than she was in America. Prof. Allen says, "I like my work here very much and am interested in trying to improve science teaching in the Bombay Presidency. Just now we are spending the hot weather vacation in a hill station where we get beautiful fresh air and magnificent views. We go down to Poona on Thursday as the monsoon is on the way, when it is impossible to stay in the hills. It will get cooler on the plains as soon as the rain comes. Please give our kind regards to all our Lincoln friends."

Charlotte C. Worley, '98, is making an enviable record as Professor of History in Belleview College. Her influence on students' lives extends far beyond the classroom. Prof. Worley is also carrying on some graduate work looking towards a higher degree within a reasonable time.

Charles L. Stone, '98, is Electrical Engineer of the Manila Electric Railway and Lights Company.

C. W. Taylor, '98, has resigned the superintendency of the Geneva city schools to engage in business in Lead, South Dakota.

Dr. George G. Hedgcock, who received the University teachers' certificate with the class of 1899 and the M. A. degree in botany 1901 and who has been connected for several years with the Missouri Botanical Gardens at St. Louis, has been changed to scientific assistant in the Bureau of Plant Industry, Washington, D. C.

Prof. W. R. Hart, M. A., department of education, University of Nebraska, 1900, who was for a time fellow and instructor in that department and later Professor of Psychology and Education in the Peru State Normal, has been called to the head of the department of Agricultural Education in the Massachusetts Agricultural College at Amherst.

Mr. Zeno E. Crook, M. A., 1899, and his wife, Jessie (Stanton) Crook, A. B., 1899, and daughter, Eleanor, made a visit to several departments of the University during the past week. Mr. Crook has been shop accountant of the Western Electric Company, Chicago, Ill., and has just been transferred to the office of the company at Denver, Colo., where they will make their future home.

George A. Benedict, '99, is Treasurer of the Province of Bataan, P. I. He has been rapidly promoted from Railway Mail Clerk through several important positions to his present exceedingly responsible post.

E. E. Magee, '99, who was superintendent of the Ashland city schools, has resigned to engage in business at Seward. Fred M. Hunter, '05, succeeded him at Ashland.

Joseph F. Boomer, '99, is Editor and Manager, acting for the Lessee, of "The Manila Cablenews," the best equipped daily paper in the orient.

Miss Grace MacMillan, '99, is teaching in the high school at Pocatello, Idaho.

Otto H. Egge, '99, is in Loveland, Colorado. For several years Mr. Egge has filled most satisfactorily the very important position of Superintendent of "The Great Western Sugar Company," whose enormous factory has made quite a city of a rather small and insignificant village.

THE NEW NAUGHTIES

Miss Sarah Muir, 00, who has been teaching at Hastings, is in the Lincoln high school this year.

Miss Barbara Burt, '00, of Superior, is to be at home this year. Miss Burt taught very successfully in the Fremont high school last year.

N. M. Graham, '01, has been advanced from principal of the high school to superintendent of city schools, South Omaha. Supt. Graham receives a salary higher by several hundred dollars than South Omaha has ever paid before.

A. H. Staley, '01, is superintendent of city schools at Superior. Miss Stella Ducker, '95, and Miss Katherine Gibson, '07, are teaching in the high school.

Spencer V. Cortelyou, '02, is District Engineer, 4th District, Phil. Islands. His address is now San Fernado, Pampanga, P. I.

John W. Hilton, A. M., '03, is Vice President, and Professor of Ethics and Sociology in Cotner University. He has also acted as minister in the University church .

Samuel Anderson, '03' writes as follows from Beirut, Syria. "My wife and I are delighted at the prospect of a beginning being made in the issue of an Alumni Journal. A year ago at the Alumni meeting at the farm I urged the appointment of a committee to consider the publication of an organ by the Alumni Association similar to that in Brown, Michigan, and other Institutions. We wish to say 'Bon Voyage' to this venture. It should bind us more closely together in friendly interest and sympathy and enable us more successfully to pull together for the best interests of our beloved Alma Mater. We would be glad to contribute financially and otherwise to the success of the enterprise.' (Mrs. Anderson is known

to University people as Agatha Totton, '06.)

W. H. Manifold, '03, is superintendent of schools at Malvern, Iowa. Miss Ruth Thompson, '06, is teaching in the high school.

Frederick A. Warren, '03, is practicing law in South Dakota. He writes matriotically as follows: "A long needed move on the part of the University has at last been started and I assure you that I for one at least appreciate your efforts, while Geographical speaking I am far from the "Uni." yet any move for the betterment of the institution will meet with my approval and any assistance that I can render will be given willingly.

Hoping that your efforts will help build the University up to the greatest Uni in the world, I remain. Very truly,

Frederick A. Warren,
Flandreau, South Dakota.

C. A. Mohrman, '04, is in charge of the Atkinson schools this year. On August 28 he was united in marriage with Miss Ethel V. Napier, of Ewing.

Emory D. Stanley, '04, is Assistant Paymaster, U. S. Navy. Mail may be addressed to him in care of U. S. S. Helena, San Francisco, California.

Miss Jeannette Burlingame, '04, is teaching in the Fairmont high school.

A. J. Ludden, '04, is principal of the Fremont high school .

C. H. Taylor, '04, who has been principal of schools at Springfield, Nebraska, has returned to the University to take a course in the law college.

Charles R. Sargent, Law '04, is Chief Clerk, Division of Public Works at Ancon, Canal Zone.

Miss Minnie Farnsworth, '04, is an assistant in the office of Dr. Summers, Omaha. Miss Jessie Farnsworth, '06, is in the high school at Wakefield. Miss Salina F. Farnsworth is teaching science at Madison.

W. J. Seeley, '04, who was principal at Emerson last year, has gone to Dunlap, Ia., as superintendent of schools.

J. W. Roberts, '04, who was superintendent of his home school at Alma, has returned to the University to take graduate work in botany.

Thos. N. Fleming, '05, remains as superintendent of schools at Lyons. Miss Jane Blanchard, '06, and Miss Dessie Lee, '07, are assistants in the high school.

Le Roy E. Cochrane, '05, who was teaching in the State Industrial School at Kearney, has returned to the University for graduate work .

Olive Griffith, '05, is a missionary at Damah C. P., India.

F. A. Peterson, '05, who was principal of schools at Creighton last year, is studying law in the University and teaching in the Lincoln high school.

Miss Katherine M. Lumry, '05, is teaching at Fargo, N. D.

Grace L. Coppock, '05, is General Secretary of the Young Women's Christian Association of Shanghai, China.

Mai Field Douglas, '06, is in the National Bank of Commerce, Los Angeles, California. Her address is Hotel Virginia.

John H. Bowlby, '06, (A. M.), received the degree L. L. B. from George Washington University last June. Mr. Bowlby is Special Agent in the Bureau of Corporations, Department of Commerce and Labor.

William F. Holman, '04, A. M. '06, is a student in the University of Goettingen, Germany.

Miss Edith Field, 06, is teaching history in the Falls City high school.

Miss Ethel E. Pope, '06, and Miss Rubie Jessen, '07, are teaching in the Rushville high school.

V. L. Strickland, '06, who was principal of the Plattsmouth high school last year is superintendent of schools at Bloomington.

Miss Maud E. Emerson, '06, has the science work in the Tecumseh high school.

Miss Alice A. Swanson, '06, is teaching in the Hebron high school.

John H. Show, '06, is Chemist, for the Cudahy Packing Company at South Omaha. Last year he was Chemist at the Ohio Agricultural Experiment Station.

Miss Pauline Rieth, '07 is teaching German in the Council Bluffs high school.

George F. Williamson and Delbert D. Gibson, both of the class of 1907, are teaching in the Beatrice high school.

Mabel A. Dayton, '04, is principal of the David City high school.

Lawrence B. Hill, A. M., '07, has a fellowship in Teachers' College, Columbia University and will continue his work for the doctor's degree.

Misses Mary C. Young and Grace and Mabelle Roper of the class of 1907, are at Brooking, S. D.

Misses Beatrice Clark, Vinda Hudson, and Bessie Smith, '07, are in the Ponca schools.

Miss Luella Agee, '07, and Newell J. Eliott, '04, were married during the vacation.

MARRIAGES

Hal Trueman Beans, '99, A. M. '00; Ph. D. Columbia, '04 and Elsie May May Brandin, '02, were married September 19th. Dr. Beans completed a course at Nebraska University in 1899, and received the Master's degree one year later. He earned membership in Phi Beta Kappa and also in Sigma Xi. He taught for a time in the State University of Idaho, and then went to Columbia University in New York City, where he held a fellowship. He reecived his doctor's degree in 1904 from Columbia. He is now Assistant in Chemistry in Columbia University. Mrs. Beans graduated in 1902, receiving Phi Beta Kappa honors. She has since taught in the High School at Pawnee City, in the University of Wisconsin at Madison, where she held a fellowship in English, and in Downer College at Milwaukee. Mr. and Mrs. Beans will be at home, after December 1st. at 419 West 118 street. New York City .

Ernest Capron Ames, '96, Law, '98 and Grace A. Andrews, '01, were married at Fairbury, October 3, 1907. Mr. Ames is attorney for the Bankers' Life Insurance Company, and has more than a local reputation in legal circles. Mrs. Ames taught in the Fairbury high school a few years and has pursued graduate work in the University for the last two years. They will reside in the beautiful home at 20th and Sumner.

Miss Joy Anna Wallace, '00, and Mr. Henry L. Bowlby, '05, were united in marriage September 7, 1907. They will be at home after October 15 at 4310 Twelfth Ave., N. E. Seattle, Washington.

Addison E. Sheldon of the state historical society, was married September 19 to Miss Margaret A. Thompson, A. M., '97, at Beaver Cross-

ing. Mr. and Mrs. Sheldon will spend the year in graduate work at Columbia University. Next June they will return to Lincoln to make their home. Mr. Sheldon is well known from his work in connection with the state historical society and the legislature reference bureau. Miss Thompson was for several years professor of English literature at Doane College at Crete.

Cornelius Jansen, jr., '88 and Christine Fossler, '93 A. M., '04 were married last spring. Mr. and Mrs. Jansen have traveled much, both in the west and in the east, but they have failed to find a better place to live in than Lincoln. For the present, at least, this city will be their home.

E. F. Monroe, Law '04, A. B. '07, and Mabel Pepoon, '07, were married in Lincoln September 3. Mr. and Mrs. Monroe will reside at Ohiowa, where they will have charge of the town schools. They are both experienced teachers and with their united wisdom the schools of Ohiowa ought to flourish this year.

G. W. Cheney, '07 and Miss Barnum were married last August. Mr. Cheney will direct the schools at Edison, Nebraska.

Leroy V. Patch, '98, Payette, Idaho, is colonel of the Second Regiment Idaho National Guards. The Boise Evening Capital recently presented a twelve inch cut of the colonel referring to him as one of the most prominent young men of Idaho. Col. Patch is engaged in real estate business at Payette.

Mary A. Carter, '78, is with "The Public," Lewis F. Post's reform weekly of Chicago. Her address is 432 First National Bank Building, Chicago.

HIGH SCHOOL PROBLEMS

Principal Gilbert B. Morrison of the McKinley High School, St. Louis, president of the Department of Secondary Education, N. E. A., is seeking the co-operation of high school workers in the preparation of a program for the Cleveland meeting next July. He desires information and opinions concerning the following live questions. Should athletics be confined to the home field, or does past experience justify further encouragement of interschool contests? Have you ever felt that our high school pupils are missing those experiences which belong to early youth, and that the apeing of college ways through fraternities and sororities, athletic teams, "proms," and balls are arresting their normal development? If so, what is the remedy? Are our graduation exercises too elaborate and expensive? Do you believe that the method of class recitation generally in vogue in our high schools neglects the individual needs of pupils and is in any way responsible for the many failures to pass in their studies? Is it true that culture can come only through certain formal studies? Should the seventh and eighth grades be included in the high school? Should credit be given for music in the high school? Should our courses of study comprise all branches academic, commercial, and mechanical? Or should there be separate schools for special work? In classifying our schools how far should we aim at sex segregation in the class room?

These are, perhaps, the most prominent questions now engaging the attention of high school people. It is well for every teacher in our high schools to think upon them this year and to secure the "proceedings" of the next meeting of the N. E. A., which will handle some of these points exhaustively. We must know what the problems are, and then we ought to know what the most active thinkers believe concerning these problems. Our own experience alone no more fits us to teach in a high school than star-gazing alone fits one to be an astronomer.

Dr. A. E. Winship, editor of the "Journal of Education," speaking of Senator La Follette's interrupted address on "Representative Government," at Pittsburg, says: "He is a good man in his own place, but a teachers' institute is not his place." Since the Senator is a college graduate, a deep student of government and an excellent platform orator, the question arises, Why is a teachers' institute not his place? Whose place, then, is a teachers' institute? When the "Atlantic Monthly" admits to its pages Dr. Ross' radical utterances, surely even a Pennsylvania teachers' institute might listen to Senator La Follette without serious embarrassment.

Ossian Lang, editor of the "School Journal," holds the same view. "It is always a mistake to invite politicians to address a teachers' institute." Our mental pabulum must be selected by our superiors with great care.

The University Accounts

It may very well be that the state University claims against the state for $200 for railroad mileage books, and $30 for street car tickets, were perfectly proper and legitimate. Probably the auditor did his duty in allowing these claims, as he must all others presented by the University, without knowing the whys and wherefores. For the University, alone of the state institutions, does not permit the state auditor to audit its accounts.

But if the auditor himself, or the governor, should "touch" the state for $200 worth of railroad transportation and $30 worth of street car fares without any explanation or excuse, popular curiosity would manifest itself most keenly. Especially would people wonder what public duty was being discharged at the time 600 or 700 street car tickets were used.

It is about time the University of Nebraska were taking the people of Nebraska into its confidence. It is the people's school. The people own and support it. It is not the private property of Chancellor Andrews, or the bunch of politicians composing the board of regents. It should be required to account to the public for its expenditures exactly as do other state institutions.—World-Herald, Aug. 24, 07.

The editorial in the World-Herald is an illustration of the campaign it has been waging against the University in the past three or four years. The Omaha Bee has also made a similar line of attack. The combined efforts of the Omaha papers have created the impression in many parts of the state that the funds of the state are not properly accounted for. The alumni should know the facts in order that they may assist in dispelling the false impression.

1. There is absolute publicity in university expenditures. All bills and vouchers are on file in the office of the board of regents. The regents are state officers and their office is a public office. Any citizen has the right to go there and inspect the accounts just as he has a right to inspect the accounts in the Auditor's office. Had the World-Herald sent its reporter to the office of the regents it would have discovered that the mileage was purchased from funds especially appropriated for this purpose by the legislature.

2. Original bills and receipts are not filed with the Auditor. The statute enacted in 1875 makes the certificate of the regents the Auditor's voucher. Whether or not the original vouchers should be filed in the Auditor's office is a question of policy for the legislature to decide. It has nothing to do with the question of publicity for the office of the regents is a public office where the accounts may be examined just as well as in the Auditor's office.

3. The regents transmit to the Governor semi-annually an itemized account of all expenditures. They also send an itemized account to the legislature. If any citizen will take the trouble to examine these statements he will ascertain for what purpose every cent is expended.

SUMMER SCHOOL

Dr. A. E. Winship, editor of the "Journal of Education," writing on this subject says:

"Above all, it pays, and the teacher knows that it pays. At a university summer school the money paid out is an investment. It puts a teacher in a different class than that in which she would be without it. In progressive cities nearly all promotions come to teachers who have the habit of making the best use of their vacations. Other things being equal, it adds twenty per cent to the availability of a candidate for any position to have spent a few summers in university study.

"A normal school whose faculty has very generally done university summer school work takes a distinctly higher rank than it would without such distinction.

* * * *

"The only real opposition comes from those who think the entire summer is needed for rest. From somewhat extended observation I am certain that nervous prostration and premature age do not come to those who attend summer schools."

Governor Hughes vetoed the bill passed by the New York legislature at the request of the women teachers of New York city which provides "equal pay for equal work." Perhaps in no other city is the inequality in wages greater than in New York. The Governor did not commit himself on the merits of the case, but vetoed the measure on the ground that it is a local matter and should be regulated by the local Board of Education, "unless the legislature is prepared to lay down the general principle for the entire state and the entire public service."

The University Journal

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H. K. WOLFE, Editor.

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History—C. E. Persinger, Assistant Professor of American History, the University.
Language—Louise Pound, Assistant Professor of English Literature, the University.
Secondary Schools—A. A. Reed, Inspector of Acredited Schools, the University.
Physical Education—R. G. Clapp, Professor of Physical Education, the University.
University News—E. H. Clark, Purchasing Agent, the University.

PROSPECTS

The Journal will be sent this year to all graduates of the University whose addresses are known, to all high schools in the state in sufficient numbers that each teacher may receive a copy, and to all other persons interested enough to make request by post. Every alternate number will be largely devoted to alumni news, and every issue will contain matter helpful to high school teachers. The management will be glad to receive personal items and suggestions from all interested in the success of this attempt to serve the secondary schools of our state and the alumni of the University.

In each of the special alumni numbers it is proposed to publish the portrait and a brief sketch of some illustrious alumnus. The well known face of Professor Howard adorns this number.

PROFESSIONAL STUDY

High school teachers may increase their worth and sometimes their salary by persistently pursuing a course of pedagogic training. Knowledge of subject matter must be supplemented by knowledge of adolescent youth. We do not learn much history or mathematics or science from casual observation, nor do we learn much about young human beings from our own chance experience. This fact is excellently shown by the failure of half the parents you know to retain the advisory direction of their children after the latter attain the age of fifteen years. The University professor says, "I don't understand my boy"; or some one else says, "I don't see why my daughter tags after that set." Parents don't know, until it is too late, what to do with or for their children because they have studied other things which they ought to know, but have waited for a miraculous revelation concerning this most complex and most vital knowledge.

Perhaps the school teacher will have to assume this responsibility. Certainly technical knowledge is necessary, and to such a degree that individual experience is entirely inadequate. Either parents must inform themselves or teachers must assume the added burden. Almost without exception high school teachers have condemned high school secret societies, and yet in the face of such advice weak or silly parents have tolerated or even encouraged them. Don't you know how harmful they are? Do you know of any spiritual good in them? All right-minded parents have the proper instincts regarding such matters, but they can't argue, they have not the facts and the child goes to destruction. Like the tobacco habit, such things are worse in the high school than in the university, but even university students are not allowed to smoke on the grounds.

Teachers cannot learn adolescents from experience, in time to be of any service. Teachers must use accumulated knowledge. This is true of subject-matter and of child nature. It is not less true regarding the means of adapting subject-matter to the needs of the learner. The method of instruction is not divinely given to the teacher along with knowledge, it has been evolved by slow process, and after many pains and much spoiled material. With present discussions available to all teachers, one ought to get as much power in three years of teaching and study as his father could get in twenty years of experience. Professional study is not learning more about your specialty, but it consists in acquiring the world's experience as to the most effective means of influencing youth through your specialty. Let us all seek this aid under whatever name it may exist.

BOOKS & PERIODICALS

Every high school teacher should read regularly "The School Review;" some weekly journal of current news like "The Literary Digest" or "The Outlook;" some monthly magazine like "The Review of Reviews" or "The Worlds Work," and the best special periodical in her own line of study. Proper co-operation ought to reduce the entire expense below five dollars per year.

'Growth and Education' by J. M. Tyler (H & M Co. $1..50). This new book on child nature can be recommended to teachers of all grades who are already somewhat familiar with the general results of the child study movement. Prof. Tyler has brought together in a very helpful way many biological facts of the greatest importance. Especially interesting are these chapters: 'Present Needs in Education,' 'Man in the Light of Evolution,' 'Hints from Embryology,' 'Growth of the Neuro-Muscular System,' 'Growth of the Visceral Organs,' 'Constitution and Periods of Life,' 'The Child Entering School,' 'The Boy and Girl in the High School,' 'Physical Training and Place of Play in Education.' Concerning the High School period, Prof. Tyler says 'The greatest danger is from too much and too intense social life. Excitement is always fatiguing, if not exhausting, to the young. The late hours and loss of sleep rob the body of strength even faster than severe study."

'The Atlanitc Monthly,' for August, contains an illuminating article by James Bryce, on 'What is Progress? 'This faith in progress based on the doctrine that all things are for the best has no scientific character.' Nevertheless there has been advance along nearly every line of human life and endeavor, and this general forward movement is what we mean by progress. Our material progress is most evident. Political progress has been made. Intellectual and moral progress has been chiefly marked by a higher average of intelligence and morality rather than by individuals attaining greater heights. Happiness is so largely a matter of temperament, and temperament depends upon so many factors that we must wait before deciding that 'the conditions of modern life make for happiness.'

The September number of The Atlantic Monthly presents a characteristic article by our own Prof. Ross entitled 'The Rules of the Game.' The author refers to the members of society abiding by the laws and customs which they themselves have established. 'For twenty years the writer has watched the effect upon college young men of the conspicuous trlumph of the first great commercial pirate—the oil trust—over able competitors, common carriers, oil products, public prosecutors, attorneys-general, courts, legislatures, newspapers, and leaders of opinion. Many left college for the battle of life with the conviction that the ideals of success held by their instructors were unpractical. 'The preachers and professors and commencement speakers are old fogies. This isn't the kind of world they think it is.' The founder of the oil trust may give us back our money, but not if he send among us a hundred Wesleys can he give us back the lost ideals.'

In the "Popular Science Monthly" for September, Prof. Charles S. Minot continues his interesting discussion of "The Problem of Age, Growth, and Death." Teachers are coming to ponder more and more such authoritative utterances on Growth and its relation to Education. In the same number Nellie C. Whitaker writes on "The Health of American Girls." "Most women confess that they are not very strong. * * * Among primitive races the women is fully the equal of the man in strength, his superior in endurance." The author considers many of the causes of deterioration, but charges no one of them with whole repsonsibility. Knowledge of facts and willingness to use well established facts are the present chief need. Boards of Education can afford to subscribe for the "Popular Science Monthly" in order to furnish their teachers with so much fresh, useful and thoroughly reliable information.

In "The American Journal of Sociology" for July, Prof. Amy E. Tanner, the author of the excellent pedagogic volume, The Child, has an article, based on her own experience, entitled "Glimpses at the Mind of a Waitress." The author and another lady teacher took positions as waitresses in a fashionable apartment house, serving in the cafe attached, which was much frequented by army and navy officers. The effects of fatigue on body, mind and morals are vividly portrayed, and the lessons are particularly pertinent both to high school teachers in charge of children and to Boards of Education in charge of high school teachers. Miss Tanner says: "I became a creature ruled chiefly by sensations."

In the same number, "A Case Study of Delinquent Boys" by Mabel Carter Rhoades describes the results of an investigation of one hundred delinquent boys. The cases were taken from the juvenile court rcords of Chicago. Her general conclusion is that most of the cases are explained by loss of parents and by home conditions. Do our high school teachers consider sufficiently the home conditions of pupils? Is it not possible to treat children unfortunate in their home relations so as to lessen instead of increase the gravity of the disease?

The Craftsman for September is full of school matter. The Manhattan Trade School for Girls by Clarence Osgood. "A trade school aims to train apprentices for particular trades." This is almost a forbidden topic in American education, but it will become the corner of the building some day. "The Regeneration of Ikey" is a characteristic "so tale" by John Spargo. What children learn from School Festivals by Peter Dykema is a description of a successful resort to the dramatic instinct in the service of education. "The School Gardens" of Hartford are described by Stanley Johnson.

Indiana levies a state public school tax of 13.6 mills on the dollar. The last legislature of that state passed an act prohibiting secret societies and fraternities in the public schools.

"Follow Nature" has a different meaning now from that given by Rousseau.

The High School

H. K. Wolfe

Announcement. I intend to outline a study of the High School this year for the use of high school teachers who may desire some professional work, and who feel the need of co-operation in undertaking studies outside their own classes. It will be necessary for each person who desires to do the work suggested in these outlines to have access to the School Review, 1907-08, Chicago University Press, and to "The Making of Our Middle Schools" by E. E. Brown, published by Longmans. The outlines will be continued in each number of the JOURNAL throughout this year, and the work will be equivalent to two hours in the University for one semester. No arrangement for giving University credit can be made at present. No fees and no registration are necessary. I shall be glad to examine all papers submitted and shall keep careful account of the value of the work done. If you are interested in high school work it is worth while to carry this course whether or not 'credit' is ever given.

If 25 teachers send their names and a dollar each to me, I can furnish the School Review (published at $1.50).

Chapter I. Introduction. Influence of American character on H. S Former influence of the church.

Present influence of political factors.

Position of secondary schools in our system.

Elementary, 8 years; secondary, 4 years; college 4 years.

Dr. Harris' definition, based upon studies pursued.

Secondary education as that adapted to adolescents.

Secondary education as a kind of training: viz. Classification or systemization of knowledge.

What then is elementary, what is college education?

Sec. Ed. as a semi-luxury, not intended for all.

As a **Method** between elementary and college.

Its extension downward and upward.

Periods of Sec. Ed. in America.

I Colonial Period. Old Latin Grammar School.

II Revolution to Civil War. The academy.

III Civil War to Present. Public high School.

The Latin School was common all over Europe.

John Sturm, Strassburg, 1538, fixed the type for nearly 300 years. America copies England rather closely. Influence of the Jesuits.

Chapter II, The Grammar Schools of Old England.

John Colet, Dean of St. Paul's church, London.

St. Paul's Grammar School as a type in 1510.

Requirements for admission; course of study .

John Brimsley's book, "The Grammar School," 1612.

Neglect of everything except Latin, and a little Greek.

Drudgery in study and severity in discipline.

Christopher Wase's book, "Free Schools in England," 1678 His defense of education as due to to man, and of higher education as a practical necessity for law, medicine and theology .

Chapter III. Early Colonial Grammar Schools.

Plans to establish a Gram School in Virginia 1621.

Establishment of the Boston Latin School in 1635.

For what purpose founded? How supported? Course of study?

It became a town school, and prepared for Harvard.

Charleston, Ipswich, Salem, Dorchester open schools.

First school board appointed by Dorchester in 1645.

The Roxbury foundation. The Hopkins' bequest.

Beginnings in Virginia. Gov. Berkley's declaration.

Elementary school in New York in 1633.

Failure of the Latin school in New York.

William Penn charter school 1697.

I. Why did the early colonists establish Latin schools?

II. In what respects did they copy English or other schools?

III. What variations from existing Eng Schools were introduced?

IV. Compare Col. Gram. school with present H. S. in all ways.

V. What changes in Latin teaching have occurred? Objects, means?

Write about one thousand words in answer to above questions. Send the paper to me if you wish to do so.

HIGH SCHOOL ATTENDANCE

Information concerning attendance at some twenty Nebraska high schools indicates considerable but very unequal increase this year over last year. It is quite probable that many of the smaller high schools will show a larger proportionate growth than the larger schools, though Lincoln shows the largest growth and Omaha shows considerable falling off. At the end of the second week the schools heard from show increase over the corresponding week of last year as follows: Lincoln 72, Beatrice 70, Aurora 65, McCook 30, due largely to growth of city, Hastings 60, Kearney 34, York 28, North Platte 22, Wymore 16, Wahoo 11, Scotts Bluff 10, Seward 7, Crete 4, St. Paul 4. Norfolk shows decrease of 7 and Omaha a decrease of 37. The unfortunate loss of the high school building accounts for the loss at Norfolk, and the child labor law probably explains the loss at Omaha, by opening up to high school children the places formerly filled by those who are now compelled to attend the grades. It is evident that the free attendance law was not well understood in time to produce best results. In another year we may expect even greater increase. County superintendents, high school principals and especially high school students may do much during the year to attract country boys and girls to the high schools.

To Nebraska High Schools: Greetings

A. A. Reed

The school year that has just opened gives promise of being the most prosperous in the history of our State. Every phase of school life has been stimulated by the attention given to educational problems as a result of the several measures passed by the last legislature. Teachers have been making better preparation, school boards have added to the teaching force and the equipment, and the importance of higher education has been brought before the pupils finishing the elementary schools with increased force. Nearly all reports show an increased attendance and a deeper interest.

There has been no serious opposition to the new free high school law. In some places there is a slight irritation because of the tax, but in most localities the justness of the measure is recognized. Nothing of value comes without cost. The cities have been making heavy levies for secondary education for years, and recognize the need. It will not take the sensible part of the rural communities long to see the matter in its true light, and to demand for the boys and girls on the farm the same opportunities enjoyed by their city cousins.

One of the immediate effects of the increased interest in high school affairs is the demand for accreditment on the part of a large number of new schools. So many applications have been made that it will call for considerable patience on the part of high school authorities. It will be necessary to plan the visits for inspection so as to economize both time and traveling expenses. In most cases, two visits are necessary before final accreditment.

High schools now accredited that desire any change in the basis reported to the class of 1907 should make application early. Credit can be given for Agriculture and Normal Training, one point each, but a careful inspection will be necessary before it will be granted. Agriculture is on the same basis as the other principal sciences. Normal Training is among the group of electives, not more than three of which can be counted for entrance.

There are a few schools that have not as yet made the report of graduates, or that have not made the detailed report. Hereafter no school will be reported to the committee for consideration that has not made the proper reports. Every year a hardship is worked in the case of some students because no record can be found upon which to base their claim for entrance. The relation of accreditment is purely voluntary. One of the conditions assumed by all schools entering into such relation is that they will make annually a detailed report of work done, and will file a list of all graduates. If any school feels that the benefit is not worth the trouble involved, it should not undertake the obligation.

Any school that is depending upon accreditment as a basis for making claim under the laws of 1907, should call attention to the fact, and they will be inspected in time to meet the requirements of the State Department of Education.

A Word As To High School Botany

Charles E. Bessey

I am often asked why I recommend the study of microscopic plant life in high school Botany, and quite frequently objection is made that such a study of plants is not as profitable to the pupil as one which deals with the larger and "more common" plants. I gladly avail myself of this opportunity of setting myself right in this matter.

I take it that we are agreed that the purpose of the study of Botany in the high school is to acquaint the pupil with the structure and mode of life of plants, how

they are reproduced, and in what ways they affect other living things, including man himself. There should be no disagreement as to this even by the most utilitarian schoolman, who may read into the purpose as I have stated it as much of utility as he chooses. For I hold it to be true that in the last analysis every study must rest upon its usefulness to the pupil. High school Botany must be useful, in order that it may commend itself to us as one of the indispensable subjects for every pupil.

Most of the pupils in the high school do not continue their schooling further. Whatever they are to be taught in the schools they must get while in the high school. They do not go to college or university. If they study Botany merely as a college preparation, and if it has no other use, I shall be the first to advocate dropping it. I do not think any study in the high school should be retained which is not worth all the time and labor it costs the pupil, even though he may never go to college. Now let no one call me a mere utilitarian. I believe in making every study stand on its own bottom. And I further believe that many more things are useful than some people seem to think. The trouble is that we often fail to discriminate as to studies for different pupils. Greek and Latin and Mathematics are highly useful to the pupils that we may designate as "intellectual", and no doubt this term may be applied to a great majority of Nebraska boys and girls in our high schools. There are some, however, who have but little taste or ability for these rather severe studies. Too often, but not always, this condition is one that does not reflect credit upon the pupil. I am always afraid as to the ultimate ability of a student who comes to me to take Botany and does not like or finds much difficulty in mastering Latin, Greek and Mathematics. Such studies give intellectual strength to those who pursue them successfully, and this is use enough to justify their inclusion in any high school course of study. I repeat it, that the giving of intellectual strength is utility enough for any study.

Now, what does the study of microscopic plant life do for the high school pupil? In the first place, it shows him how plants are made, what their real structure is, how lower plants differ from the higher, in what particulars the higher resemble the lower, and finally how all plants constitute a great group of diverse but related living things, with all gradations from the smallest and simplest to the largest and most complex. It is this which I hold that every high school pupil should attain. He must not confine his study of plants to the larger ones alone, for these are far too complex for him to fully understand. He should rather get a broad view of all grades of plants. Just as one may better appreciate the height of a great spire if he is able to compare it with lower stuctures, so the pupil will more fully realize the higher grade and greater complexity of the flowering plants after he has become acquainted with the plants much lower in the scale. Such a knowledge of the plants of the world makes the pupil a broader and more intelligent man, for to him Nature is not a chaos of unrelated forms, but a most orderly arrangement of related organisms. Such a view makes him an intelligent observer of the world of living things, for Nature is now to him an open book whose pages are full of helpful and suggestive lessons.

Is not such an intelligent man the most useful product of our schools? I hold that he is of far greater value to the community and the state than the man who values every form of knowledge only as it contributes to the material prosperity of the community. I have always tried to make my science helpful to the farmer, the gardener, and the forester, and have trained many specialists in various branches of economic Botany, but for the children who are not to be specialists I plead for a broader training. For them I plead for such a training as will give them a world-wide outlook, and a higher conception of the order and beauty of the world of living things, and of the greatness and grandeur of its Creator.

History In Nebraska High Schools

C. E. Persinger

1. History in the High School Curriculum.

During December of last year, the University department of American history sent out to the three and four year high schools of the state inquiries concerning the teaching of history. Of the one hundred four-year schools, sixty-five reported, and of the one hundred and twenty three-year, forty-four responded. From these replies, covering all sections of the state, information has been obtained which is believed to be of general interest to all progressive high school teachers in the state. Hence this article, the first of three dealing with the question of history and its place in Nebraska high schools. Later ones will consider methods of history teaching; this one deals simply with the amount and place of history in the schools of Nebraska.

1. Preparatory History work in the lower grades.—The investigation of last year revealed first of all the fact that Nebraska schools have fairly well fallen in with the growing practice of preparing for the formal study of history by the use in the earlier grades of simple biographical or historical "readers." Of the 65 four-year schools replying to the card of inquiry, 20 omit any mention of work with "readers," which may be taken as indicating that they do no such work. The remaining 45 use such "readers" in from one to all of the grades below the high school. Of the 44 three-year schools, 25, or over one-half, report no informal history readings or stories in the grades; the remaining 19 schools giving from one to five years of such work. The following tabulation shows the numbers of grades in which biographical or historical readers or stories are made use of by the four and three year schools:

Amount	None	1 Yr	2 Yrs	3 Yrs	4 Yrs	5 Yrs	8 Yrs	Total
4-Year	20	15	6	13	4	2	5	65
3-Year	25	6	4	3	4	2	0	44

2. United States History in the grades.—Over half of the four-year schools report United States history in the eighth or last grade before the high school. The majority of others spread United States history, either alone or combined with civics, over the sixth and seventh, sixth to eighth, or even fifth to eighth grades. Of the three-year schools, three-fourths give United States history in the eighth grade, and practically all others cover it in the seventh and eighth grades. The table shows in detail the number of schools locating United States history in each of the 5th to 8th grades:

Grade	8th	7-8	6-7-8	6-7	5-6-7-8	Total
4-Year	34*	16‡	12§	2	1	65
3-Year	33	9	2	0	0	44

* 1 with Civics. ‡ 2 with Civics. § 1 with Civics.

3. Time devoted to history in the high school.—A study of the tables given below will show that but few four-year high schools give either more than three or less than two years to the combined subjects of history (European and American) and civics, while two and a half years is the prevailing period. Other tabulations too complicated to be given here indicate that out of twenty-four combinations of European history, American history, and civics, the choice falls most often, and about equally, on these three: (1) 1 year European, 1 year American, ½ year civics; (2) 1 year European, ½ year American, ½ year civics; (3) 1½ years European, ½ year American, ½ year civics. Yet the tables below will show that nearly as many schools give one year American as give one year European. In the three-year schools, an equal number (14) give one and one-half years of history and civics; nearly an equal number (13 and 14) one year and one and a half years of history alone; and 20 give no American history at all. Out of the total 109 schools re-

porting, 21 give some English history; 14 of the four-year and 2 of the three-year schools one-half years; 4 four-year schools and 1 three-year an entire year. The following tabulations present the details of the above, with the exception of English history; that they do not all agree in their totals is owing to the fact that some of the reports could not be deciphered upon these particular points:

History and Civics:

No. Years	4	3½	3¼	3	2½	2	1½	1	Total
4-Year	5	2	1	14	24	15	1	3	65
3-Year				4	7	14	14	4	43

History alone:

No. Years	3½	3	2¾	2½	2	1½	1	½	Total
4-Year	3	4	1	9	30	13	5		65
3-Year				2	8	14	18		42

European History alone:

No. Years	3	2½	2	1½	1	0	Total
4-Year	1	2	11	18	32		64
3-Year			2	4	36	1	43

American History alone:

No. Years	1	½	0	Total
4 Year	25	33	6	64
3-Year	6	16	20	42

Civics alone:

No. Years	1	½	0	Total
4 Year	15	44	5	64
3 Year	4	34	5	43

4. Place of History in the High School course.—Owing to the fact that the cards of inquiry were sent out by the American history department, many teachers thought it unnecessay to report the details of European history in their schools. For this reason, no tabulations at all approximating accuracy can be given showing the year in which European history is most often given in Nebraska high schools. Such reports as are made, however, indicate an almost unanimous placing of European history in the 10th grade where but one year is given, and in the 10th and 11th where more is given. In a few cases, it appears in the 9th, and, in the four-year schools, occasionally in the 12th. Civics is generally assigned to the 9th grade, although occasionally appearing alone or in combination with American history in the 12th grade. As shown by the following tabulation, American history is overwhelmingly in the 12th grade in the four-year schools, and in the 11th in three-year schools, if given at all:

American History given in grade No.

Grade	12	11	10	9	None	Total
4-Year....	36	10	4		6	56
3-Year....		14		4	18	36

5. Summary and Conclusion.—From the foregoing details the following generalizations may be made concerning our teaching of history: (1) That while a good beginning has been made in the use of informal history "readers" or "stories" in the lower grades, these are used without particular system or correlation in perhaps a majority of schools, and not at all in altogether too many. (2) That eighth grade United States history, with perhaps a half-year or half-semester "review" in either ninth or twelfth grade, is still regarded by many schools as adequate presentation of the history of our own country. (3) That very few schools comply with the recommendation of the Committee of Seven of the American Historical Association, urging the presence of history in each of the four years of the high schools. (4) That an encouraging

beginning, although but a beginning, has been made in English history. (5) That compared with conditions of a few years since, most encouraging progress has been made by History in Nebraska high schools; which, if continued for the next few years at the same rate, will make our state compare favorably with almost any other in the union.

DEPARTMENTS OF EDUCATION

G. W. A. Luckey

The growth in college and university departments of education and the different sentiment regarding the value and importance of such departments in an institution of learning show in a marked degree the changing thought of the times. The University of Nebraska established its department of education in 1895. At that time there were about one dozen such departments in the United States, and probably as many more somewhat similar departments that had grown out of affiliated normal schools. Today the list reaches into the hundreds. With two or three exceptions every college and university of standing in the United States has now a department of education or some excuse for one. But the growth in the number of departments is not the most striking feature, it is rather in the enlargement and internal development of such departments. Most of these changes have taken place within the past five years; departments of education having developed into schools and colleges of education, equivalent in every essential point to colleges of Law or of Medicine. Back of this movement are many of the ablest men and women in the teaching profession as well as the organized influence of the National Educational Association. Among the leading institutions which have organized their departments of education into a school of education or Teachers College are Columbia University, University of the City of New York, Chicago University, University of California, University of Missouri, University of Illinois, University of Minnesota, Ohio State University, Syracuse University and Harvard University. As many other state universities are about to make the change or have done so within the past six months.

The University of Nebraska, while among the first to establish a department of Education, has been slow in entering upon the fuller development found elsewhere. This may be due in part to the unusual expansion taking place in other lines of University work and to the lack of aggressiveness in a clearly expressed demand from the teachers of the state. Yet notwithstanding the limited opportunities offered to the department of Education, it ranks well with similar departments throughout the country and has been more than able to hold its own in the number of students. In this respect the following table from an article of Dr. Suzzalo, found in the Columbia University Quarterly for June, 1907, is of interest:

Table showing total registration in graduate department, undergraduate liberal arts course (including education), and summer school, also registration of students in courses in education in each of these departments:

Name of University	No. of graduate students		No. of under graduate students in liberal arts course inc. education		No. of students in summer session	
	Total	Edu.	Total	Edu.	Total	Edu.
California	204	49	1495	198	707	130
Columbia	808	260	1470	865	1018	134
Cornell	232	10	705	125	642	140
Harvard	412	29	2448	177	779	38
Illinois	123	6	700	150	512	100
Leland Stanford	67	6	1283	207	.....	.....
Michigan	114	14	1566	300	1047	75
Minnesota	57	20	1386	290	340	65
Missouri	157	23	1000	300	403	125
Nebraska	128	26	959	221	211	73
Northwestern	42	10	862	81	.....	.....
Ohio State	41	2	575	65	280	83
Pennsylvania	250	42	2000	130	200	30
Wisconsin	137	3	1503	188	550	50
TOTAL	2772	500	17952	3297	6689	1043

The above table shows that while the University of Nebraska ranks eighth in the number of graduate students, it ranks fifth in the number of graduate students in Education, and while it ranks tenth in the num-

ber of undergraduate students in the liberal arts course, it ranks fifth in the number of different students in the department of Education. There is almost as favorable a showing for the department in the summer session. However, it represents a session when the department was only partially represented and is less favorable than usual. It should also be mentioned that in several institutions the number of students given in Education includes the number in psychology. This is not the case in the number of students reported from the University of Nebraska.

The professional training of secondary teachers is of such importance and there are so many departments directly involved that the more centralized organization of a school or college of Education has become a necessity.

"The great majority of graduate students proceed only to the master's degree and many of these have been teachers and nearly all expect to teach in the public schools subsequent to securing the degree. Those who study for the doctorate expect to teach, but in collegiate positions. Probably more students are studying for the doctorate in education and psychology than along any other two lines. This comes about because candidates in these lines find employment in many more directions than those who specialize in any other subject. Those trained in education and psychology need not depend upon collegiate positions, but may look toward public school superintendencies and principalships. They are also in larger demand in normal schools than are specialists in the purely academic subjects."—Frederick E. Bolton, University of Iowa. (In monograph on "The Relation of the Department of Education to other departments in Colleges and Universities." Published also in Journal of Pedagogy, Vol. XIX, Nos. 2 and 3, December, '06, March, '07.)

The University European Tours

James T. Lees

The sun was just peeping over the Austrian Alps as two young men approached the eastern gate to enter the city of Verona. The Italian customs officer tapped their knapsacks with his cane, thus indicating that they must be opened before the possessors would be allowed to enter the city. An "octroi" is charged by Italian cities on articles for consumption brought within the walls. Within the knapsacks the officer found four sandwiches upon which the "octroi" was eight centimes (one and three-fifths cents). "What shall we do, Jim?" said Bill. "Let's sit down on the curbstone and eat them," said Jim. No sooner said than done, the rather dry sandwiches being moistened in the meantime by the shower of smiles from the customs officer. The young men then arose, saluted the officer, and walked into the city, feeling as proud as "two gentlemen of Verona" possibly could.

At the close of the summer semester at the University of Berlin in August, 1888, the writer and his college chum decided to make a two months' tour of Europe. They had travelled from Berlin through Leipzig, Dresden, Nuremberg, Munich, Innsbruck, and walked two days through the Tyrol when the above episode occurred. Our expenses up to this time were a little beyond our estimates. We felt that we must save every penny and so we saved a couple of pennies in the above manner, besides having the laugh on the Italian officer. We continued our tour through Italy as far south as Naples, returning by easy stages through Rome, Florence, [illegible] Milan, Switzerland, France, Paris, to [illegible] and Liverpool.

In the winter [illegible] 2 Chancellor Canfield, who had he[illegible] the above tour, asked the writer to pla[illegible] mer tour of Europe for students fr[illegible] University of Nebraska. The tour [illegible] planned and in the following June twe[illegible] young men, including Professor Caldwell, Mr. Cornell, Mr. Fred Hyde, Mr. Paul Pizey, Al. Pizey and other graduates and students of the University

left Lincoln for Europe. We landed at Glasgow, made the Trossachs trip—climbing Ben Lomond en route—to Edinburgh, thence through the Scott's country to England. Our first point of interest in England was Durham to visit the fine cathedral there, then on to York, Manchester Chester, Stratford-on-Avon, Kenilworth, Oxford, Windsor and London. The last three weeks were spent in France and Switzerland—with a fine climb up Mt. Rigi—down the Rhine from Mannheim to Cologne, and through Belgium and Holland to Rotterdam, where we embarked for New York.

The tour proved a decided success, all returned full of enthusiasm, with additional funds of knowledge, with broadened views and enlarged human sympathies. They felt sure that the trip, from an educational standpoint, was easily worth a year in college. The following summer the trip was repeated and enlarged, and another company of enthusiastic students and teachers was added to the ranks of European travellers. This important and extremely interesting form of University extension work became quite a popular course and has been carried with more or less regularity ever since. In the summer of 1900 we attended the Oberammergau Passion Play in addition to making a longer tour of Europe than any previous University party had made. The last touring party, composed of University students, teachers and citizens of five different states, has just returned from an extended tour. The party of 1907 sailed from Montreal, thus giving them the opportunity to visit Niagara Falls and include the Thousand Islands and the St. Lawrence River in the itinerary. We visited England, France, Italy, Switzerland, Germany, Belgium and Holland. We planned an eighty days' tour but found on our return that it had been extended to eighty-five days. In addition to the usual places of interest visited by European travellers the 1907 party had the pleasure of visiting (in automobiles) the little village of Stoke Poges and the church that inspired Grey to write his "Elegy in a Country Churchyard." We passed through the recently opened Simplon Tunnel, the longest in the world. We had a special guide for the antiquities of Rome and Pompeii. We ascended to the head (as far as finished) of the Jungfrau railroad and had the unique pleasure of looking down upon miles of snow and glaciers that were thousands of feet below us. We gave our hearty support to the World's Peace Congress, by visiting The Hague.

One of the most enjoyable features of the past summer's trip was the fact that special cars were reserved for our party. The details of the trip were so carefully arranged that carriages were always awaiting our arrival, in each city visited, to convey us immediately to the hotel where we were expected and where rooms had been previously engaged and assigned. Nothing was omitted that would add to the welfare, comfort, and pleasure of the members of the party. And when, finally, passing time reminded us to return to home duties and labors all wished the tour could be prolonged and hoped to repeat it at no distant day.

THE COLLEGE OF MEDICINE

Henry Baldwin Ward

The College of Medicine opens most auspiciously with a larger registration than at any previous time. The high character of the students enrolled is evidenced by the general tendency to choose the combined six-year course rather than the shorter four-year course. This fall is the last opportunity which the student will have to secure at the University the old four-year course since with January 1, 1908, the entrance requirements become one year of college work above the high school course. This year of work may be spent in any institution of collegiate rank and should include chemistry, German and animal biology. The University affords exceptional opportunities for such work in its general science course, but advises all save mature students to

choose the six-year combined course. Its advantages are in brief a more liberal education, a broader scientific foundation, a better correlated series of studies, more thoro training in laboratory technique so essential in the practice of modern medicine, and the bachelors degree in science as well as the professional degree. Entirely apart from the sentimental value of the B. S. and the associations and influences of the undergraduate years, then, is practical worth in the degree itself which should not be forgotten. Its possessor is ranked on a par with the graduates in medicines abroad and will be recognized as well trained everywhere; without it the student is necessarily rated on a lower basis and in some cases denied privileges, such as membership in certain learned societies, which otherwise would yield him both pleasure and profit. For the present the University will offer to prospective students a choice between the five- and six-year courses although advising students that the advantages of the longer course in most cases abundantly justify the greater expenditure of time and money.

None the less even the shorter course affords opportunities which cannot be duplicated in the west or indeed anywhere without much greater expense. On the matter of fees there has been some misunderstanding. The fees of the professional course apply only to four years of strictly professional work whereas the preliminary years of general science training are taken in the Industrial College of the University and are subject to no tuition charges at all.

The changes on the campus during the past summer have been of great advantage to the work of the College of Medicine. With the exception of chemistry and anatomy all the laboratories are now located in Nebraska Hall. They have been granted much needed additional space and the rooms have been refitted throuout while important new apparatus has been added to the equipment in all departments.

In one particular the College of Medicine occupies a unique position among institutions for medical education. In its control at present are more hospital interneships than students in the graduating class desiring such appointments. Usually such opportunities are so limited that a medical college can offer them only on a competitive basis to a small fraction of the graduates, but the University can now guarantee a hospital position after graduation to every capable student. Such privileges are eagerly sought by well informed students as the training received in a single year equals that of several years in actual practice. Hospital trained men invariably take the lead in subsequent professional life. The opportunities which the University can offer in this line alone will determine it as the choice of many discerning students.

Some widely published statistical tables have apparently reflected upon the quality of work done in this college and the true explanation has not been generally noted. The class last year (1906) was the first to complete its work under the auspices of the University; it met with no failures in any state examination. The seven failures in Nebraska were those of older students who have made repeated trials and who under the methods followed in other states would not have been permitted to take an examination every three months. Inasmuch as they received none of their training from the University their assignment to the college is distinctly unfair.

They were responsible for the failures in 1905 as well as those of 1906. Every member of our first class (1906) and also of the class of 1907 has passed the State Board examinations and the average rank in these examinations has been high.

The University is proud of its students and of the standing they have attained by dint of honest effort. It has endeavored to afford them unusual opportunities and knows that its students have been well satisfied with the results of their medical course.

Perhaps the most public recognition of the work which the College of Medicine and its faculty have done in promoting medical education is found in the selection of its representative at the Washington meeting, Dean Ward, as President of the Association

of American Medical Colleges for the year 1907-08. The next meeting will be held in Cleveland, Ohio, March 16, 1908.

THE COMMITTEE OF SEVENTEEN

In 1905 the Department of Secondary Education, N. E. A., appointed a committee of seventeen to consider the subject of securing proper professional preparation for high school teachers. This committee has made elaborate recommendations from which the following points are taken:

I. That the academic preparation of high school teachers include the folowing elements:
   - A. A detailed and specialized study of the subjects to be taught.
   - B. One or more subjects from a group including history, economics, and sociology, which will give the teacher a proper outlook upon the social aspect of education.
   - C. A course in general psychology and at least one from a group of subjects including history of philosophy, logic, and ethics, which will give the teacher a proper outlook upon education as the development of the individual.

II. That definite study be given to each of the following subjects, either in separate courses or in such combination as convenience or necessity demands:
   - A. History of Education. (General and Secondary.)
   - B. Educational Psychology with emphasis on adolescence.
   - C. The principles of education, including the study of educational aims, values, and processes. Courses in general method are included under this heading.
   - D. Special methods in the secondary-school subjects that the student expects to teach.
   - E. Organization and management of schools and school systems.
   - F. School hygiene.

III. That opportunity for observation and practice teaching with secondary pupils be given. The committee recognizes the difficulties involved in this recommendation, but believes that they are not unsurmountable. Each of the following plans has proved successful in some instances:
   - A. The maintenance of a school of secondary-school grade that may be used for observation and practice.
   - B. Affiliation with public or private high schools so situated geographically that practice teaching can be done without interfering with the other work of the college courses.

IV. That the minimum requirement for a secondary-school teacher be graduation from a college maintaining a four-year course and requiring four years' high school work for admission, or from an institution having equivalent requirements for admission and giving equivalent academic scholarship.

V. That the study of subjects mentioned under II be distributed through the last two years of the college course. The proportional amount of time given to these subjects will vary with local conditions, but an irreducible minimum is one-eighth of the college course.

The following educators constitute the committee of seventeen. Their full report will be published some time during the year either as a separate monograph or as a part of the N. E. A. volume:

Reuben Post Halleck, chairman, principal Boys' High School, Louisville, Ky.

H. M. Barrett, principal High School, Pueblo, Colo.

F .E. Bolton, professor of Education, University of Iowa.

S. D. Brooks, superintendent of schools, Boston, Mass.

J. S. Brown, superintendent of Joliet, Ill., Township High School.

E. F. Buchner, professor of Philosophy and Education, University of Alabama.

J. W. Cook, president Northern Illinois State Normal School.

E. P. Cubberly, professor of Education, Leland Stanford, Jr., University.

Chas. De Garmo, professor of Education, Cornell University.

E. G. Dexter, professor of Education, University of Illinois.

P. H. Hanus, professor of Education, Harvard University.

E. O. Holland, professor of Education and high school inspector, University of Indiana.

C. H. Judd, professor of Psychology, Yale University.

J. R. Kirk, president Missouri State Normal School.

G. W. A. Luckey, professor of Education, University of Nebraska.

G. H. Martin, secretary Massachusetts State Board of Education.

M. V. O'Shea, professor of Education, University of Wisconsin.

THE COLLEGE OF LAW

George P. Costigan, Jr.

The College of Law of the University begins the year far more hopefully than seemed possible in the Spring. The loss of Dr. Pound, felt keenly by students and faculty alike, has tested the loyalty of our students in a way that we hope may never again be necessary. The spirit displayed by the different classes has been all that could be asked, however, and while there appears to be a slight decrease in attendance this fall the most of it would have occurred had there been no change in the personnel of the faculty. The College of Law is to be congratulated upon its loyal student body.

For the benefit of those who are not familiar with the plan of study pursued by us, it would seem desirable to explain its general nature. The College of Law follows in the main the "case" or "source" method of teaching law. Instead of having our students study text-books to recite upon in class, we have them prepare to expound and criticize in class the very cases to which the text writer himself must go for the law. This resort to the sources is made under the guidance of competent teachers who supplement the discussion of the cases with such information as the student requires in order to understand them and their place in the law. Quite often the student is advised to read particular text-books to supplement the work in the cases, and whenever it seems desirable to do so the teachers lecture on particular topics. The great aim of our class room work is to increase the student's accuracy of perception, his ability to analyze cases and extract the right principles from them, and his power to apply those principles to such more or less complicated facts as normally arise in practice.

Because the degree conferred by the College of Law entitles its recipient to admission to the Nebraska bar, particular attention is paid by us to procedure in Nebraska. The student is never allowed to lose sight of the fact that he is being fitted to practice his chosen profession. Courses dealing solely with procedure are provided, and in addition practice courts have been instituted. In the practice court, where first-year students serve as parties and as jurors, and the second- and third-year students participate as lawyers and judges, the students learn to handle cases in the way they will have to do when they get genuine ones of their own. From the free and full criticisms of their instructors the students receive benefits for which they will always be thankful. Our aim is to fit our students to practice law efficiently from the very moment of graduation.

Dr. Pound's departure made it necessary to add a new member to our faculty. We were fortunate enough to secure Professor Ernest B. Conant, a Harvard man with plenty of western experience. Professor Conant organized the Washburn College School of Law at Topeka, Kansas, and was its Dean for four years. Like the rest of the faculty, he has practiced law as well as taught.

In conclusion it should be said that our work has been such as to give the College of Law an excellent standing with the other law schools of the country, and its graduates and friends may feel sure that it will continue to furnish the right kind of training to its students. It will continue to deserve the confidence and support of the bar and of the people.

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The University Journal

Devoted to the Interests of the University and of Secondary Education in the State of Nebraska.

Vol. IV. LINCOLN, NEBRASKA, NOVEMBER, 1907, No. 2.

ELISHA BENJAMIN ANDREWS, LL. D.
Chancellor of the University of Nebraska.

Elisha Benjamin Andrews, LL. D.

Chancellor of the University of Nebraska

Served in the Union Army three years; lieutenant First Connecticut Heavy Artillery, discharged, '64, having lost an eye at Petersburg.

A. B., Brown, '70; B. D., Newton Theological Institution, '74; Baptist clergyman, Beverly, Mass., '74-'75; president Dennison University, Ohio, '75-'79; professor of homiletics and pastoral theology, Newton Theological Institution, '79-'82; studied, Universities of Berlin and Munich, '82; professor of history and political economy and finance, Cornell University, '88-'89; president of Brown University, '89-'98. Superintendent of schools, Chicago, '98-'00. Chancellor, University of Nebraska since 1900. D. D., Colby University, '84; LL. D., University of Nebraska, '84; Brown University, '99; University of Chicago, '01. Member of the International Monetary Conference, Brussels, '92; various economic, historical, sociological, and philosophical associations; and Grand Army of the Republic and the Loyal Legion.

In Dr. Elisha Benjamin Andrews the University of Nebraska has a chancellor who, by reason of breadth of scholarship and range of interest, soundness of training, ripeness of experience, power of initiative, organization and execution, and the impelling force of a masterful personality, is a distinct and interesting figure in American life and stands in the front rank of American educators. His coming lifted the University into wider notice; and, in demand the country over as a university lecturer, he is an impressive representative who has widely spread the fame of the institution and of the state.

Notably broad, among college presidents of today, is the scholarship of the Chancellor —the last of the Anakin, he has been called. He is a thinker and writer of international reputation not in one field but in several—education, history, philosophy and theology, political economy and finance. Long a college administrator, his preference is known to have been for the work of the scholar, his chief interest being in philosophy in which field he is an original and learned thinker. In establishing the University firmly on a higher plane of scholarship, his service to the state is of far-reaching significance.

To the constructive work to be done at Nebraska, Chancellor Andrews brought the experience of twenty-one years as a college president. A preacher of the gospel of work, he practices what he preaches. He believes in works, not words. Fully abreast if not a little ahead of his time, he seeks to hold the University in line with the needs of the state it serves; and having democratic sympathies he believes the University should be open to all who can genuinely profit by its instruction. Under his administration the University has made steady and solid progress fiscally and numerically. The students have increased one half—from 2,000 to 3,100.

Upon the University and the state is that deep impress of Chancellor Andrews' character and powerful personality which gave him the commanding position he held in the eastern college world—a magnetism that has stirred the imagination of students; an honest manliness that has commanded the respect of all who know him; modest, kind, generous, magnanimous; a poise that nothing can disturb; fearless lover of the truth, free speech and fair play, who deals out even-handed justice. The truly cultivated man, said the Chancellor in defining culture, "loves and courts above all things Truth, and with that, if he can do it, he will stay, with that he will live and with that he will die, recking the minimum of what other men say or do." "This portrait," said the dean of Brown University a few years ago in presenting to the university the class of '93's painting of President Andrews by Chase—"This portrait is to give to the boys who come up year after year to the old college a vision—a vision of Bennie Andrews..... I should like to take every freshman who comes to college, bring him before that portrait and say to him: 'There's a man that I want you to know. Look him in the face, get hold of his spirit. Love him. Let him be your comrade through your college life and perhaps you will learn to be like him.'"

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Books

1. Brief Institutes of Our Constitutional History, English and American, 1886.
2. Brief Institutes of General History, 1887.
3. Institutes of Economics, 1889.

(Continued on Page 27)

The Historical Development of American Corporations*

The attempt of Mr. Clark's paper was to trace the American corporation from its historical rather than its legal side, with a view of finding out whether such an historical review would indicate to a student the lines of future development. After a short sketch of the part played by corporations in the colonial settlements, and a brief review of the municipal growth, he traced the successive steps in the development of the colonial private company, showing that they were nearly always monopolistic, and were always created by special legislative act. He showed that this organization by special act became a great burden on the legislative bodies, and was gradually displaced by general corporation laws, but that it was the middle of the nineteenth century, before this was universal. It was pointed out that these general laws were supplemented by constitutional provisions which permitted the creation of corporations by special act, and that when these were adopted most people thought the question was settled. Mr. Clark then stated that business has become so specialized that it has been found that a general law sufficient for the organization of one company is inadequate for others, and so we have our statutes full of different laws for organization of special classes of corporations such as the different kinds of insurance; life, accident, fire, fraternal, tornado, plate glass, hail, hog cholera and the like, all showing that purely laws are not sufficient.

It was then pointed out that the term "public service" is not a fixed one, that in the past many kinds of business have been called public service which we look upon as purely private, such as butchers, bakers, surgeons, blacksmiths and tailors. That future development of combinations might easily be conceived which would in effect make dry goods, clothing, furniture, etc., come in the class of public service and be subject to regulation.

The speaker then asserted that he was not alarmed at the growth of corporations, or excited at the present condition of hysteria, which has been aptly called the "rage against wealth." But that any one who studied the growth of corporations could not but feel that the growth was not over, and that therefore there must be further progress in our corporation laws, which should be directed, as far as possible into the channels which will best serve society.

He then touched on some of the well known remedies for the so called corporation abuses, such as publicity, regulation and the removal of the limited liability feature, and pointed out wherein he thought they were inadequate.

"Management which commences after the organization will not be enough, If you should start the training of a child with the youth of its grandparents, you should at least begin that of the corporation before its birth. So I am convinced that we must return to the doctrine of the fathers, and create corporations by special charter. It seems significant that Rhode Island has adopted a constitutional amendment which provides that all corporations with the right of eminent domain or franchise rights in streets and highways—shall be created by charter. Possibly this is one step in a backward path which, I think, leads in progress."

"The creation of a general corporation commission—whose function it should be to grant charters, or refuse them, and possibly to change or suspend them after granted—would be only extending to all corporations the doctrine which at present applies to but a limited number. This commission should be able to grant different rights to different concerns, monopolistic or otherwise; and to prescribe terms and conditions. With such a power, the question of the individual responsibility of the stockholders ought to be so adjusted as to keep people from incorporating for the purpose of escaping personal liability; and yet not prevent the aggregation of capital in large concerns. This commission should have power to say that a corporation organized to sell shoes, for instance, should not have the right to own all the valuable business property in the same block for the purpose of shutting out competition, simply because its charter was broad enough under the law."

It was pointed out that under such a system the question of overcapitalization becomes of no moment, because the amount of

*Synopsis of the annual address delivered before the Alumni Association by Paul Fenimore Clark, June 12, 1907.

capitalization would be in the hands of the commission, rather than in the hands of the corporation itself. Continuing, he said:

"A commission that has supervision over the birth, the life and the death of corporations, would have all the necessary power to regulate existing evils or to prevent those which arise hereafter. It would do away—at least in part—with the theory that such concerns have no souls. It would make the creator of a corporation its redeemer.

"As it is now, we form ourselves into corporations, at our own pleasure; and it must be so always under general laws. If we find, perchance, that the powers which we have granted ourselves are not great enough, we do as the old politician in Wisconsin did. While making a very fervid speech at a convention, he said: 'Gentlemen, them are my sentiments; they are the sentiments of an honest man, and a politician, but, gentlemen, if you don't like them they can be changed.' So we simply file an amendment to our articles of incorporation, giving ourselves what additional powers we think we need.

"I do not believe that it is probable, or desirable, for such a commission to be above the courts. I have no sympathy with any system which holds that a person—natural or artificial—cannot appeal to the judiciary for a final determination of his rights; nor that we can or ought to legislate so that the power of the courts can be taken away or abridged. But we can legislate very properly so that the vested rights of corporations can be greatly limited or prevented altogether; yet this cannot be done by general laws, without making them so restrictive as to hamper the usefulness of these modern engines of business.

"It is probable that we always shall have general laws covering some of the details of corporations, after they have been created and the question of how much power shall be given to such a commission, perhaps, should be left to the legislature to determine, from time to time. But it seems to be only the logical outcome of our present condition, that the rights of granting and controlling corporations of all kinds, should be vested in one general commission, rather than be scattered as it is now, into several bodies with inadequate functions and with most of the authority left to the general law.

"It is true that this commission, when it arrives, will have vast power which cannot be lightly conferred; but, great as it will be, men capable of rightfully interpreting it will be found. Constitutions bar the way; but constitutions can, and will be, changed. The time has about come when the public will not permit the unlimited organization of corporations, which cannot be regulated by general laws, without so hindering them that they cannot successfully do the world's business—which seems to be their manifest destiny."

Legislation on this subject is in a state of transition, and the great number of legislative bodies, representing various phases of public opinion seems to have plunged the matter into dire confusion. Add to this the different opinions of the different courts, and the confusion appears a hopeless tangle. But evolution applies to society as well as to science, and the laws are no more subject to chance than nature; and, though the ferment in courts and legislatures seems chaotic, and the bewildering mass of laws and judicial opinions appear haphazard to the layman; yet the student of the system, who, like the scientist, uncovers the records of the past and reads the meaning of the present conditions, is able to tell with probable accuracy the events of the future, and in so doing sees that the apparent confusion is only the formative activity of law and order, the restlessness of a vital development towards a future condition where corporations are neither oppressive nor despised.

Alumni Annual Meeting

University Farm, June 12, 1907.

The Alumni Association was called to order at 2:45 p. m. by Prof. H. K. Wolfe. The association proceeded to the election of officers for the following year, which resulted as follows:

E. P. Brown, President.
Lucy Green, 1st Vice-President.
N. Z. Snell, 2d Vice-President.
E. H. Clark, Sec'y and Treas.
O. J. Fee, Ch. of Ex. Com.

A general discussion as to the advisability of publishing a monthly journal by the association followed the election of officers.

Regent C. S. Allen moved that the matter be referred to a committee of three to be appointed by the Chair, and the following were appointed: Professor Caldwell, Professor Clements, Inspector Reed.

The selection of the Alumni orator for the year 1908 was referred to the Executive Committee with full power.

Prof. Wolfe then introduced Paul F. Clark, the orator of the day, who spoke on the "Historical Development of American Corporations." A full synopsis of this address appears in this number.

Professor Caldwell then spoke on the University and its increasing needs, its demands on the association, and the duties of its graduates in securing larger appropriations from the state. The subject was taken up and discussed generally by the association. The

principal speakers were: G. E. Hager, O. R. Bowman, Yoder of Douglas Co., John Dryden, Killen, O. B. Polk, Geo. H. Hearn, of Lancaster, Professors Caldwell and Stout, and Regent Whitmore.

The meeting adjourned at 4:30 for the athletic exercises, which were held on the Farm campus, followed by the luncheon, which was served in a large tent.

Handicap Field Meet—Alumni and Graduating Class, 3:15 p. m.

Dr. G. E. Condra, Referee.

50 yard dash, ½ yard for each year since graduation.

High Jump, 1 inch for each year.

Broad Jump, 4 inches for each year.

Hop, Skip and Jump, 4 inches for each year.

Shot Put, 6 inches for each year.

Baseball Throw, 1 yard for each year.

Baseball Game—5 innings.....

.....Alumni v. Graduating Class

Regent C. S. Allen, Arbitrator.

Farm Lunch.....5:00-7:00 p. m.

Toast List:

H. H. Wilson, '78.....Toastmaster

S. D. Killen, '87.....

....."The Twentieth Year"

O. W. Fifer, '89....."Plowshares"

H. B. Alexander, '97."Ad Romam"

Louise Brace, '07.....

....."The Greatness Thereof"

Cotillion—Memorial Hall .....9:00 p. m.

F. E. Clements, Master of Ceremonies.

Intercollegiate Debates

M. M. Fogg.

The University of Nebraska's intercollegiate debates this year will be with the University of Iowa and the University of Minnesota. Nebraska has met Iowa once before in debate—in 1904 at Lincoln—when Nebraska won, but it will be Nebraska's first debate with Minnesota. The Nebraska-Iowa debate will be held at Lincoln and the Nebraska-Minnesota contest at Minneapolis. Both debates will be held on Friday evening, December 13, as will the other three debates of the new Central Debating League which was formed last year—the Minnesota-Wisconsin at Madison, the Illinois-Iowa at Iowa City, and the Illinois-Wisconsin at Urbana.

The judges for the Nebraska-Iowa debate will come from Minnesota and for the Nebraska-Minnesota debate from Wisconsin. Nebraska and Minnesota furnish the judges for the Iowa-Illinois debate. The Nebraska Debating Board is now selecting the two jurors it is entitled to pick from the Wisconsin list and the one it is entitled to from the Iowa list. The visiting team picks two of the three jurors.

The question for all the debates of the League this year will be the following: "Resolved, That the federal government should be given exclusive control of all transportation corporations doing an interstate business. Constitutionality granted." From two or three phrasings of this general question by members of the League President Hadley of Yale selected the above.

The Nebraska Debating Squad of fifteen men was selected on October 12, as the result of a two-evening contest, presided over by Prof. George E. Howard of the Department of Political Science and Sociology, and Dr. W. K. Jewett, the librarian of the University. Of the six Nebraska representatives in the debate with Wisconsin and Illinois last April three are not in the University this year—Merton L. Corey, Law 1907, of Lincoln; Samuel M. Rinaker, 1909, of Beatrice, who went to Oxford University this fall on a Rhodes Scholarship, and George F. Tunnison, 1908. On the squad this year Beatrice and Omaha have two representatives each, Last year Beatrice had the most—three. The fifteen students from whom the two University teams will later be selected are as follows:—

Frank C. Builta, 1908, Burchard; Stuart P. Dobbs, 1909, Beatrice; Robert I. Elliott, 1909, University Place; George F. Fenlon, 1908, Sutton; Martin L. Fredricks, Law 1908, Auburn; Louis A. Gregory, Law 1908, St. Joseph, Mo.; William R. King, 1908, Osceola; Clyde C. McWhinney, 1908, Law 1908, Lincoln; Homer S. Stephens, 1908, Sidney, Iowa; Joseph M. Swensen, 1908, Omaha; Joseph T. Votava, 1910; Ralph A. Von Orsdel, 1906, Law 1910, Maxwell; George M. Wallace, 1910, Omaha; Lawrence J. Weaver, 1910, Beatrice; Byron E. Yoder, 1908, Topeka, Ind.

THE COURSE OF STUDY

A. A. Reed

The plans for putting into operation the important school laws of the last session of the legislature showed the necessity of more information regarding the present courses of study in the high schools of Nebraska. Blanks were sent to all graded schools calling for reports upon this subject. Three hundred and two answers were received from approximately two-thirds of each of the four classes of high schools. An examination of these reports shows many interesting conditions and tendencies.

Bookkeeping is offered in two-thirds of the schools, mostly confined to a semester of the ninth grade. It seems to be losing ground.

English is distributed and localized the best of the subjects given.

Civics is taught independently in two hundred and thirty schools, mostly a single semester of the ninth grade. It is moving toward the twelfth grade, in combination with American history.

Two hundred and thirty-four schools have a year of European history in the tenth grade, mostly under the designation "General History." Thirty-seven begin the course in the ninth grade. Fifty-eight report special courses in the history of Greece and Rome.

American history is carried in seven ninth grades. This does not seem wise. There is not enough difference between the work a pupil can do in the eighth grade and the ninth grade to make it profitable to continue the subject as a high school branch. It is better to wait for greater maturity and further development on the part of the students. American history in the last year of the high school course is an excellent arrangement. It is so carried now in sixty-one twelve-grade schools and in thirty-three eleven grade schools.

German is offered as an elective in eighty-two eleven and twelve grade schools, generally in the eleventh and twelfth years.

The most surprising feature of the report is the condition of Latin in the one and two-year high schools. Of the schools reporting, only eleven out of thirty one-year schools, and fourteen out of one-hundred and five two-year schools do not offer Latin. The High School Manual has rather discouraged courses in Latin in the small schools. The growth of the subject under these conditions is probably due to the fact that teachers are better prepared to teach Latin than the subjects that are possible in its place, and that it is a subject that enables the pupils to enter other high schools with greater ease. Beginning Latin is taught in two hundred and seventy-two schools, Caesar in two hundred and ten, Cicero in one hundred and twenty-seven and Virgil in forty-seven.

One hundred and thirty schools carry it for two semesters, while eighty have one semester. It will doubtless be but a short time until there will be uniformity in this respect. The movement toward higher algebra and solid geometry for the eleventh grade is clearly indicated. Trigonometry seems to be losing, as only fifteen schools report a course.

The report on mathematics shows great improvement. Algebra is taking its place as a ninth grade subject, and the review of arithmetic is being changed to the last year of the course. Thirty-three schools still have one semester and five have two semesters of arithmetic in the ninth grade. Plane geometry is becoming a tenth grade subject.

Physical geography is carried in two-thirds of the schools in the ninth grade. Physiology is in the ninth grade in thirty-three schools mostly small ones. It is scattered through the course in a few others. Botany is clearly located in the tenth grade, with one hundred and fifty-nine schools so reporting. Physics is in the eleventh grade in one hundred and thirty-four schools. Eighty-four of these have two semesters. Chemistry is offered in fifty-one twelfth grades and in ten eleventh grades. Agriculture is in the ninth or tenth grade in most schools carrying the course. Astronomy is not offered. Geology is in five schools. Zoo-

ology is in seventeen schools, mostly in the tenth grade.

Political economy is taught in seven high schools.

Reviews are carried in the eleventh and twelfth grades of eighty-two schools. This does not include all, as the report was made before the normal training courses were all planned.

Most of the movements indicated by the report are very encouraging.

THE LITERARY SOCIETIES

The Palladian

One of the first events to take place in the University Temple will be the dedication of Palladian Hall, which is set for November 8. The society has issued letters of invitation to all alumni and associate members whose addresses were known, and expects a large attendance. The new hall will be beautifully furnished and will be used for a part of the program. The special feature of the evening will be a banquet, which will be held in the original Palladian hall, the one used by the society thirty years ago. After this leave-taking the guests will return to the Temple and will then see that the Palladian spirit is properly planted in the new soil. All former Palladians are urged to attend and to communicate with the secretary of the committee, Miss Flora Bullock, Station A, Lincoln.

The University Union

The University Union was organized October 6, 1876, and has ever since been a wide-awake, progressive society. At the opening of school this fall, it found itself homeless, the old Union Hall having been taken for a class room. Meetings, however, have been held in the chapel, but soon the society will be at home in its new hall in The Temple Building. Its aim and purpose are now, as they have always been, to promote the highest order of friendship and social life, to broaden the life of the student, to maintain a high standard of scholarship, and to develop the highest type of manhood and womanhood. A hearty welcome is extended to all visitors to the weekly programs.

The dedication of the new hall in the University Temple will occur on the evening of November eighth. A special program will be presented and a general reception to all university students will follow.

Elisha Benjamin Andrews

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(Continued from Page 22)

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The American Ox and His Pasture. Review of Reviews, January, 1903.

Geology and Morals. Independent, 1903.

General Tendencies of College Athletics. Proceedings of National Educational Association, 1904.

Health As a Duty. Western Medical Review, April, 1904.

Universities, Eastern and Western. Independent, Sept. 22, 1904.

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Some Possible Measures In Currency Reform. Moody's Magazine, April, 1906.

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"Experimental psychology has shown that the number of consecutive repetitions necessary for mastery in certain cases is far greater than when these repetitions are separated by a certain interval of time; and that 40 per cent of time and energy may sometimes be saved by not insisting on absolute mastery at one attack." This is the secret of the "spiral method" of instruction.

The University Journal

Devoted to the interests of the State University and secondary education in Nebraska.
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Alumni—Irving S. Cutter.
Industrial Education—A. O. Thomas, President State Normal School, Kearney.
Science—R. H. Wolcott, Professor of Anatomy, the University.
History—C. E. Persinger, Assistant Professor of American History, the University.
Language—Louise Pound, Assistant Professor of English Literature, the University.
Secondary Schools—A. A. Reed, Inspector of Accredited Schools, the University.
Physical Education—R. G. Clapp, Professor of Physical Education, the University.
University News—E. H. Clark, Purchasing Agent, the University.

SUPERINTENDENTS AND PRINCIPALS

The annual meeting of the Superintendents and Principals' Association just passed was the largest and most business-like in our history. Many members of boards of education were present. County superintendents were more numerous than usual. Not a few city superintendents were sent at the expense of their school districts. It was preeminently a business meeting. The program was the necessary effect of so much and such good school legislation by the last Legislature. The free high school law and normal training in the high school received merited attention. These subjects were discussed concretely and very suggestively.

One of the ablest papers ever read before this department was read by Superintendent Davidson. It was a masterly presentation of the difficulties in the path of pedagogical progress, with rational suggestions for gradually constructing a road over them. We must not forget that after all the chief function of the superintendent is educational, and only occasionally and incidentally is he called upon to initiate a business policy for his board.

It is to be hoped that some future meeting will emphasize the pedagogical factors as successfully as this meeting has promoted the clearer understanding of new conditions and business relations. President Stoner and the other officers, including especially Manager Cutter, are heartily to be commended for their efforts, and congratulated upon their success.

EXPERIMENTAL ALTRUISM

The most promising movement in the high school world today is best seen in the Washington Irving high school of New York.

There will be no need of moral teaching in the high school, if moral enthusiasm can be stimulated by concrete lines of usefulness. At home, useful to other members of the family; at school useful to other pupils and to their teachers, and to the honor and name of the school. Perhaps in a few schools this spirit may rise to take in the civic community. The thing is possible, but the children must have leaders, inspirers. Don't be afraid of the criticism of a few chrysalids. Most parents will appreciate the effort of teachers to develop in children a practical helpfulness in their environment. If agreeable, work for conventional forms of altruistic service; but with children of high school age much more may be accomplished by extending this practice beyond the mere amenities and courtesies of social life. Let certain attitudes and courses of conduct become school duties instead of personal duties. A child may carry a flower to a sick schoolmate as a member of the school, when as an individual the obligation may not be recognized. Country boys and girls in the eighth grade may be invited to social gatherings with mixed motives,—giving pleasure and stimulating ambition to enter the high school among others. Cannot the school take action that will brighten the lives of several lonely old people in the town? Can't the children minister to some of the poor? Can't a teacher here and there uproot the notion that all service must be paid for? How few children render aid to anyone without expecting schedule wage? I would not have adolescents burdened with the sorrows of the world, but they ought not to become adults without experiencing the joys of unselfish and unheralded service of the unfortunate. The school as an abstraction may inspire and save from over self-laudation the individual members much the same as the school stands back of the football team, and other representative groups. The most needful factor is a teacher strong enough mentally, morally and physically to lead the way.

BOOKS & PERIODICALS

"The International Journal of Ethics" for October has a very appreciative and sympathetic review of Dr. Hartley B. Alexander's book on Poetry and the Individual. The review closes with this tribute: "The book is charmingly written, though it is very close reading. Precision of language and suggestiveness of figure save many a page from a style that would be both obscure and tedious in the discussion of its postulates by a less gifted literary craftsman. The moral tone of the book is lofty and some of the passages of appeal to a life of freedom under the inspiration of beauty rise to the sublimity of prophetic fervor."

"The Independent," October 24. Dr. E. W. Scripture writes popularly of some investigations into "Graphics of the Voice." Teachers of language and those of music will be much interested in his work. Intelligent lovers of the phonograph will also find suggestive matter. Dr. Scripture contrasts the freedom of German teachers with the restrictions put upon American instructors most painfully. As a result of his investigations he thinks "our dictionaries give incorrect pronunciations for many words; vocal teachers are basing their methods on wrong principles, an entirely new system in vocal instruction is being worked out. ..... A new cure for stammering and stuttering has also been found."

"New England Magazine," October. President G. Stanley Hall writes on the "Culture Value of Modern as Contrasted With That of Ancient Languages" "The saddest lesson is that formal studies not only far exceed those that are contentful, but are rapidly gaining." "The vast majority of Latin students in this country are high school girls. More boys drop Latin and also drop out of school before this than is the case with any other subject; while in colleges with electives boys are rapidly abandoning the study of ancient for that of modern tongues and sciences." "College Latin will soon be left to girls." "Service is the supreme test of all culture-values. Only use-value is real." For the rank and file of Latin teachers, the pedagogic method is, if I am not mistaken, more antiquated than are the methods in any other field. Some of the more conservative masters seem to feel it bad form to try to make their work easy or interesting." "Content and not form must lead."

"American Physical Educational Review" for September prints a most valuable address delivered at the meeting of the American Physical Educational Association by G. S. Lowman of Brookline, Mass., on "The Regulation and Control of Competitive Sport in Secondary Schools of the United States." Using the questionaire method Mr. Lowman received replies from 225 public high schools, containing an aggregate enrollment of 34,290 students. About two-thirds report joint control by faculty and students. Two thirds of the schools report evils from athletics, chiefly, poor scholarship, bad company and loss of time. Nearly all (99 per cent) report benefits, chiefly school spirit, health, better scholarship, character and self control. It is the best exposition of actual conditions.

"Popular Science Monthly" for October. Prof. Walter D. Scott of Northwestern University writes on "The Sacrifice of the Eyes of School Children." This ten page article has more live suggestions to teachers on the nature, use and care of the eye than some special treatises on the subject. Among many important conclusions the following are the most impressive: "Human eyes are ill adapted for reading, writing and drawing for a long period at a time." "Children should not be taught even the elements of reading or writing during the first year of school. For the ordinary reading and writing should be substituted more oral instruction in language, number work, nature study, history, singing, physical training, play and other forms of training suited to the needs of the pupil." In dark hours of school sessions he suggests the use of light curtains covering the blackboards. Dark corners might also be illuminated in this manner.

In the same magazine Prof. Charles S. Minot continues his discussions of the "Problem of Age, Growth and Death." I wish all teachers could be persuaded to read this series.

In **"The Catholic World"** for October is described vividly a most interesting case of the education of a French girl, Marie Heurtin, born blind and deaf. Helen Keller, it will be remembered, enjoyed normal senses until nearly two years old.

Marie had great vitality, strong passions and uncontrollable fits of temper. When brought to the convent no communication had been established between the child and other persons. Sister Marguerite began with a pocket knife which the child liked. One day the sister took it away from her. The child flew into a rage. After the anger had cooled the sister took the child's hands and placed them in position which means knife to deaf mutes. She then gave her the knife. Many repetitions of this program at last established the wished for means of communication. The child arranged her own hands when she wanted the knife. This is all of education.

"The Century Magazine" for October contains a strong article by Prof. L. H. Bailey of Cornell University, on "The Common Schools and the Farm Youth." Fortunate is the teacher who catches the spirit revealed in this paper! Why is not truth obvious when it is once uncovered? Hundreds of progressive workers see clearly, but the old wasteful ways still prevail. Prof. Bailey says, "Education should develop out of experience," and that "the school should be the natural expression of its community." Judged by these criteria he justly condemns the present country school. He might also, with reason find fault with nearly all high schools. Most school life is unreal. It uses outside experiences very little and its experiences are used outside only to the slightest degree. Most of the article deals with Nature Study. It will appeal strongly to all teachers who are in touch with movements in education, whether they deal with the kindergarten pupil or with the graduate student.

The High School--II.

H. K. Wolfe

Teachers who wish the School Review at $1.00 per year must send their names to me before November 15. Do not send money until asked to do so. Money already sent will be returned immediately after the above date if the required number is not secured. I shall be much surprised if there are not twenty-five readers of the column who will want the School Review.

Chapter IV. Colonial School Systems.

Early efforts at compulsory school support.
The Massachusetts Act of 1647.
Grants of land to teachers and to towns.
Failure of Quaker plan in Pennsylvania.
Maryland act of 1723. county schools.

Chapter V. Later Colonial Schools.

School influence of Episcopalianism.
College of William and Mary, 1693.
Society for Propagation of the Gospel.
"A secondary cause of the Revolution."
The Great Awakening—Conditions and results.
Jonathan Edwards. Read article in cyclopedia.
George Whitefield. Read article in cyclopedia.
New Light; Log College; Independent Reflector.
New York act of 1732. Licenses. King's College.
The Carolinas slow to establish schools.
In Virginia, private schools, home tutors, endowed schools, little state interference.
In Georgia no record before Revolution.
Observe in all colonies the conditions of state, church and private influence.

Chapter VI. Colonial Schoolmasters and Scholars.

Marking of class distinctions, even in college.
Three classes of schoolmasters. Describe them.
Ezekiel Cheever 1614—1708. See cyclopedia. Fix in memory the main facts of this man's life as well as some appreciation of his services.
John Lovell, William Tennent, Jonathan Boucher
Pay of teachers, 20-60 pounds per year. Often a house and garden were provided. Gifts.

Chapter VIII. Colonial Schooling.

Grammar Schools dominated by colleges.
Admission requirements to Harvard.
Latin most important study. Authors read.
Time given to Greek and other studies?
Rules for Dorchester in 1645. Hours, rod.
Rules for Hopkins Grammar School in 1684.
Boy life in early school.
Supposed to use Latin in their plays.
The school house, seats, windows.
School Administration showed great diversity.
Yale led the way to a simple type, followed by many other colleges.
Secondary schools finally follow colleges.
In New England visitors were ministers.
In the South other professional men also served.
The William Penn Charter School changes form.
N. Y. grammar school, supreme justices and officials.
Increase of civic and secular spirit.
Educational interests were dividing. Hence the choice of a close corporation.
I. Show effects of church organization upon school administration.
II. Discuss the Mass. Act of 1647 and its results.
III. How do you reconcile this early "state" control with town autonomy, so strong then, and in educational matters, nearly as strong today?
IV. How did Jonathan Edwards defend his position against "Free Will?"
V. Ask, individually, five boys and five girls in high school why they do not steal when the storekeeper is not looking, and why they don't lie when no one can find out about it. Study your answers, then send them to me, with your own explanation of the difference between moral laws and teacher's rules.

Experiment in Animal Ecology for High School

Robert H. Wolcott

The writer has for some time urged the introduction into the high schools of the state of more of what Professor Hodge calls "dynamic zoology"—the study of animal activity. It is recognized that work in morphology must, under present conditions, furnish the basis of the course. However, it is always possible for a teacher by means of collateral experiments, of observation of living animals in aquaria and vivaria, or of work in the field to call attention to the activities of animals, and thus stimulate a desire for personal observation, and excite the interest of pupils to an extent otherwise impossible.

Such a collateral experiment is here given, as it occurred in the conduct of work in nature study during the past summer.

During the latter part of July the variously colored spiny caterpillars of one of our common butterflies, the thistle butterfly (Pyrameis cardui) were abundant on the thistle, their presence being betrayed by the web of silk which they spin about themselves. It occurred to me than an experiment in the effect of environment on the color of the chrysalis would be likely, in this case, to produce interesting results, since the chrysalis of this butterfly is subject to considerable variation associated with variations in the color of its surroundings and of the object to which it is attached.

The students were asked to prepare the apparatus. Five empty shoe boxes, all of the same size and shape, were secured from a shoe store without cost. An equal number of sheets of colored tissue paper were purchased for a cent apiece, the colors selected being black, blue, green, pink and white, and a yard of mosquito netting completed the

equipment. One end and half of the cover of each box were removed and with a needle and thread a piece of netting was sewed on over this opening preventing the larvae from escaping and also furnishing a hinge to the part of the cover left. The boxes were lined with the tissue paper, each box with a different color. A number of the caterpillars nearly ready to change to chrysalids were secured from the roadside and vacant lots near and placed in the boxes, about twenty to each box, together with a small amount of the food plant. The boxes were put in front of a window side by side with the open end toward the light, thus being under precisely similar conditions, and the preparations were complete. From these larvae, after about three or four days, were secured between seventy and eighty chrysalids, about the same number in each of the boxes. The work had been done by the students at a very small cost of time and money to each.

In each box a part of the chrysalids were made under the cover and part hung to the netting out from under the cover. Those which were made back under the cover in the shadow were seen at once on examination to be darker in tint than those made out under the netting, exposed to the full light. So that for the purpose of comparison the whole collection was divided into two categories; one including those formed under the cover, the other those not so. A sheet of paper was then ruled as shown in the accompanying figure, and the chrysalids,

Under cover	Not so
1. Black-lined box.	6 Same box as 1.
2. Pink-lined box.	7. Same box as 2.
3. Green-lined box.	8 Same box as 3.
4 Blue-lined box.	9 Same box as 4.
5 White-lined box.	10. Same box as 5.

carefully removed from their attachment, were ranged in groups on the paper, making altogether ten lots, numbered 1 to 10. The color of these chrysalids varied from that in which the gray markings were so numerous and so deep as to give to the whole object a very dark leaden color, to those so light that the color was a light cream with hardly any trace of markings at all. But when ranged in groups it was seen that taking them in order as numbered in the figure, beginning with number 1 and going to number 10, not in a single case was the lightest specimen in one group lighter than the darkest specimen in the next. The whole number made thus nearly a continuous series of gradations; the darkest chrysalids in the group from the black-lined box under cover being at one end of the series and the lightest specimen in the white-lined box not under cover being at the other. Furthermore, it was observed that in all of the chrysalids developed under the cover there was little if any trace of iridescence, while in the other series this iridescence appeared and increased from group 6 to group 10 until in the last the chrysalis possessed an almost golden sheen.

Here were evidently two effects, one due to the colored background, which affected the process of pigment-formation, and the other the degree of light, modifying the development of the iridescence. It is not necessary to discuss here the factors involved. The aim of the experiment was to show, in one way, that the environment did influence the development of coloration in animals and that this influence was exerted in a certain definite direction and to a marked degree. That aim was achieved and in a measure that left nothing to be desired. A glance at the chrysalids ranged in order on the sheet told the class more plainly than any words the truth which it was endeavored to illustrate.

The butterfly, the larvae of which furnished the material for this experiment, is a common one and having several broods each season, may be found at different times of year. But other butterfly larvae which form naked, hanging chrysalids may be used instead. The larvae of the milkweed butterfly is not suitable as the chrysalis is of a green color and not subject to much variation.

LITERATURE IN LIFE

L. A. Sherman

Teachers of Botany at once set their pupils at distinguishing and collecting the plants of the immediate neighborhood. The professor of Geology does not wait to conduct the members of his class to some notable rock-formation, but begins immediately to make them acquainted with the nature and origin of the common pebbles seen in their path every day. Sometimes a specimen of value is found under foot. To teach Geology well ensures interest and ability in the student to determine values in the fragments of rock or of fossils discoverable in his own door-yard.

It is perhaps no new idea that many characteristics of ordinary people and many of the incidents of every-day life have like value as literary materials. The teacher of Literature should teach his class to read the literature of life as they see it daily all about them. Some people ignorantly suppose that literature is made up of extraordinary acts and sayings of extraordinary men. It is oftener made up of the extraordinary thoughts and sentiments of ordinary minds. A literature of the former sort would be like a botany that should ignore all non-flowering plants. There are marks of greatness and nobility of character to be seen everywhere, and they are as properly material for literary study as are new specimens of ore for practice in assaying.

Sometimes the literature-makers overlook or underprize the best materials. One incident in the life of Lincoln seems to have failed of recognition by those who have tried to paint his character to the world. He was once lawyer for the defense in the trial of a man accused of a certain crime. The witnesses had been examined and dismissed, and the prosecuting attorney had spent a day in arguing his side of the case. It was now Lincoln's turn to speak, and it was expected that he would take not less time to reply. To the surprise of everybody, Lincoln merely rose and said these words to the jury: "The prisoner before you has been indicted for crime, and some of the evidence seems to me to indicate that he is guilty. But I am not sure. Are you?" After some more arguing by the attorney for the State, the case was given to the jury, which brought in quickly a verdict of "Not Guilty."

Probably never before, in the history of jury-trials, had a lawyer staked the fate of his client on such a plea. Yet it is clear that, had Lincoln argued a whole day, as the court expected, he could not have made plainer to the jury that they had no right to convict so long as there was "reasonable doubt." By his insight, and his confidence in human nature, Lincoln divined what the jury would do, so did not risk befogging the issue by a longer speech.

This incident has literary value, since in it and by it we discern the nature of the man. The plain country lawyer who could control the outcome of a trial, by such a simple means, was the future master who should divine the temper of a people, and shape their sentiments to his purposes, letting them all the while suppose, as the jury did, that it was their will, not his, that they were executing. Having by his tact induced the Southern leaders to strike the first blow, he united the North, and kept it—along with the Border States—loyal to the flag, till he had destroyed slavery and restored the Union. Traits or actions which are seen, as here, to contain a whole character, are the largest factors in the making of literature.

Is it possible to teach pupils, high-school pupils, how to recognize literary values in common life? If it is not, the study of literature, of criticism, in our schools, must be of doubtful value. While there are presumably no Lincolns in the court-rooms of Nebraska, there are probably all about us other characters as available for literature as many exhibited in the books of the day. How can such values be sifted out?

Taking one phase of the subject, a few examples will assist us here. In a certain school, where some normal training was attempted, a young lady, who had written a theme on preparation and fitness for teach-

ing, summed up her discussion in this sentence: "So, the qualifications of a teacher are, Civilization, Ingenuity, Procrastination, and Hilarity." This is an amusing anecdote, surely. It is a veritable incident, and has been told repeatedly by word of mouth; but it is not necessary to inquire whether it offers anything to literature.

A generation back, there lived in Massachusetts a bachelor farmer who was known the country round as the man who never said "yes" or "no." When asked any simple question that might be thus answered, as "Have you cows to sell?" he would repeat the whole sentence in affirmative or negative form, as "I have cows to sell," or, "I do not have any cows to sell." He had been whipped in boyhood by his schoolmaster, on account of his aversion to "yes" and "no," and was never known to use these words again. People who saw him anywhere, whether acquainted with him or not, always accosted him with some question, in order to watch the evasions resorted to in his replies. Here was certainly a "character," and an unusual type of character. Is it material for literature? Any good class would, after discussion, conclude that it was not good literary matter, and would see why, namely, because (1) it is not of sufficient interest, and because (2) it is not of universal interest.

The incident is not of general human interest, since it does not lead to the recognition of a significant character. The man was only a "crank." If the incident had invested him, for us, with general human interest, we should have found ourselves asking for his name, and points in his family history. Many of us probably recall what is told of the Puritan legislator, in Connecticut, on the Dark Day. When the darkness became so great that the work of the assembly could not proceed, and a panic, from fear that the end of the world had come was threatened, this man arose and said that, if the end of the world were come indeed, he wished to be found at his post doing his duty, but if it were not come, time would be wasted by delay. He moved, therefore, that candles should be brought in, and business resumed. Here was a man of great strength of will, and the master-spirit of the hour, hence a figure of general interest. But the interest is not sufficient to ensure the preservation, in the ordinary telling of the story, of the exact time of the occurrence, or even of the legislator's name. We recognize the incident as an episode merely, and perceive that we have in its subject no sufficient substance to make a book.

Near the beginning of the last century, there lived at Newburyport, Massachusetts, a successful country merchant, who was so unschooled as to be unable to read or write. He charged his sales by making rude drawings, on his day-book, of the objects disposed of to his customers. Once he had a sharp dispute with a farmer, from whom he was trying to collect the price of a big cheese. The farmer angrily resisted the claim, explaining that while he continually sold cheeses, he never bought. At length light came to the mind of the store-keeper: "Did you get a grindstone of me last summer?" "Yes," said the farmer, "I did buy a grindstone." "That explains it," replied the other; "I forgot to put the hole down in my book." This man prospered phenomenally, in spite of his illiteracy, and in time found himself in possession of considerable capital. Business men, whom he consulted with reference to best modes of investment, guyed him with crazy counsel. One said, "Buy whalebone," that being the worst advice he could think of. The man bought whalebone, with the effect of cornering the market, and raising the price. Another advised him to send a cargo of warming-pans to the West Indies. Even this venture prospered, for the planters bought the pans to use as molasses-ladles. This man eventually built himself a palace, which he adorned by placing a statue of Franklin on one side of the front, and a statue of Washington on the other, while his own effigy was ensconced between.

Here was a case in which the people, learning the characteristics of the man, required to know his name, and other particulars of his history. So his fame has been kept alive for three generations, and, spreading out of New England, has at last been recognized in the Encyclopedia under the entry of "Timothy Dexter." It is possible to make

literature of this material; only the last step remains to be taken. The result would be a character novel, like "David Harum." It would not provide matter for a novel of the highest class, but would rank above the level of fiction of hair-breadth escapes, or the novel of pure incident. In the highest sort of literature, "results" from character are wrought out, as in "Silas Marner" and "Macbeth"; but the basis of all is Life. We must in all cases remember that "art consists in seeing and saying." What merit may attach to the "saying," apart from the "seeing," must be talked of, if at all, at another time.

UNIVERSITY ATHLETICS

R. G. Clapp

The football season of 1907 opened up with exceedingly bright prospects for a successful team and the four games already played point in the same direction. It is many years since Nebraska has been able to marshal as many heavy and fast men as in the present season. There seems to be a scarcity of material of medium weight and great speed which is so necessary for a star team under the new rules. The writer could not imagine better material for the old game than that found on Nebraska field this year. It has been very clearly demonstrated under the new rules, however, that no team can play the line-ploughing game where weight and concentration of energy are the important factors and make their distance consistently. To gain ten yards, consistently, on muscle tactics a team must be at least 50 per cent superior to their opponents. The change from 5 to 10 yards in the distance to be gained in 3 downs was inaugurated to do away with the tendency to emphasize mass play and the tendency to sacrifice everything for "beef." There is no question but what the remedy has cured the disease and that the winning team, while playing against opponents in its own class, must make use of the forward pass, onside kick, etc. The new rules are putting a tremendous premium upon good punters, place and drop kickers, and a team much inferior to their opponents in every other phase of the game may yet win on the ability of this one man to punt out of danger and to successfully boot the elusive pigskin between the goal-posts on either place or drop kicks. There is no question but that Nebraska's eleven will be strong in straight, old-fashioned football, but how successful she will be in the new game remains yet to be seen.

The businesslike way in which Coach Cole has taken hold of the squad has inspired the complete confidence of both players and spectators as to his knowledge of the game, his ability to teach it, and his control over the team both on and off the football field. Whatever the outcome of the football season, no one will doubt the sincerity and earnestness of the coach or his ability to bring out the dormant possibilities in each player on the squad.

In the first two games of the season both Peru and South Dakota were so greatly outclassed that the contests showed very little in regard to the real strength of the Nebraska team. Just once during the second half of the South Dakota game was the Nebraska defense tested. At this time South Dakota gave the Nebraska rooters a scare by carrying the ball 70 yards without losing possession, only to lose it on a low forward pass on their own 20 yard line.

Grinnell played Nebraska practically to a standstill in the first half of the annual match on Nebraska Field, on October 12th, but the great odds of weight and speed against them gradually wore them out and Nebraska scored almost at will in the second half.

While Nebraska did not win the Nebraska-Minnesota game, she came as near as it was possible without actually winning, and only the accurate drop-kicking of Capron, the Minnesota quarter-back, saved Minnesota the humiliation of a duplication of the 1902 game where Nebraska won 6-0. Minnesota was neither able to make distance consist-

ently nor able to cross the Cornhusker's goal line, while Nebraska's ability to follow the ball closely and to take advantage of her opponent's misplays gave her the only touchdown of the game, when Kroger secured the ball on Capron's fumble of a punt, shook off the Minnesota tacklers, and raced down the field for a touchdown. Minnesota's 8 points were made on two drop kicks by Capron when Minnesota was unable to make distance.

The need of a new athletic field is being forced upon us again by the large number of severe bruises and other injuries resulting from the practice scrimmages on the rough, asphaltlike pavement we call our athletic field.

Below is the 1907 football schedule and the results of the games thus far played are also given:

Peru, Sept. 28, at Lincoln, Nebraska 53-Peru 0.

South Dakota, Oct. 5, at Lincoln, Nebraska 39, South Dakota 0.

Grinnell, Oct. 12, at Lincoln, Nebraska 30-Grinnell 4.

Minnesota, Oct. 19, at Minneapolis, Nebraska 5-Minnesota 8.

Colorado, Oct. 26, at Lincoln, Nebraska 22-Colorado 8.

Ames, Nov. 2, at Lincoln, Nebraska 10-Ames 9.

Kansas, Nov. 9, at Lawrence.

Denver, Nov. 16, at Lincoln.

Doane, Nov. 23, at Lincoln.

St. Louis, Nov. 28, at St. Louis.

The prospects for a winning cross-country team are not so bright as they appeared earlier in the season. Havens, Alden, and Davis, three of the best men from last year's team, are in the University, but Havens, who won first place in last year's Western Intercollegiate Cross Country Association contest and who practically tied for first place with H. J. States of Nebraska three years ago, is not out for the team owing to the fear of his parents that he may injure himself in this form of exercise, which is without question the healthiest form of exercise indulged in by college students. There is considerable new material which is showing up very well and with hard and conscientious work, Nebraska should be able to put into the field her usual well-balanced team.

The large sterling silver cup, given by Spalding of Chicago to the winning team, has been won twice by Nebraska and once by Chicago, when Nebraska was a single point behind. The cup becomes the permanent property of the university first winning it three times and Nebraska's chances for permanent possession of the cup are very bright indeed.

History in Nebraska High Schools

2—METHODS OF TEACHING AND STUDY

C. E. Persinger

Last month's paper dealt with the amount and place of history in the curricula of about sixty four-year and forty three-year Nebraska high schools. This article attempts to summarize information gained as to the methods of teaching and study employed in these same schools. Next month's subject will be "Teachers, Texts, and Equipment."

1. The use of text books.—In interpreting the reports sent in by the various schools, I have not always accepted without qualification the statements of the schools as to their methods of work, but have attempted from the whole report to check up on the individual items. Thus in the reports no teachers confess to the use of the text book alone—that is, to "memory drill" from a single text. Yet among the four-year schools,

Methods of study and reading made use of in Nebraska high schools:

	Three or more supplementary texts	"Lecture method"	Printed outlines	Library reading	Source work	"Source method"	Notebooks	Class papers	Class maps	Textbook alone	Total number of schools reporting
Four year schools	28*	0	4	49	38	8	39	42	29	6	65
Three year schools	19	2	6	21‡	16	1	15	15	12	11	44

* one using supplementary text books exclusively.

‡ one reports library reading in "historical romance."

six, at least, evidently employ this method in either a portion or all of their history work; and among the three-year schools eleven, at least, give still plainer evidence of a similar practice. This would indicate that about one-fifth of Nebraska's high schools still cling, from preference or for other reasons, to the old-time "text-book" method. It is undoubtedly fair to presume that at least a majority of the remaining one hundred three and four-year schools not reporting at all confine themselves mainly to text-book work. Four four-year and six three-year schools report the use of printed outlines instead of text-books, and two of the three-year schools report "lectures" by the class instructor.

2. **Library reading.**—A decided majority of four-year and a bare majority of three-year schools report more or less extensive use of the library. This includes only those whose reports otherwise—as by numbers of volumes of history in the library, number of hours devoted to library reading, etc.—confirm their mere assertion that they do this kind of work. To the list may perhaps with fairness be added twenty-eight four-year and nineteen three-year schools who do supplementary reading in from three to eight or more additional text-books: one four-year school reporting the exclusive use of this "supplementary text" method.

3. **Use of sources.**—Eight four-year and one three-year reports indicate the exclusive use of the "source method"—the detailed study of Sheldon, Fling, and Caldwell's source method books; five of the four-year making use of the method in European history, two in American, and one in both. In addition to these nine who make exclusive use of the sources, thirty-eight (or one-half) of the four-year and sixteen (about one-third) of the three-year schools spend from one-tenth to one-third of their time on "illustrative" source-work, making use of either the books mentioned above, or of MacDonald, Hart's Contemporaries, or some of the various "leaflets." In many schools the teacher of one branch of history uses sources, while the teacher of another branch does not. In the four-year schools, fifteen American history teachers made use of source work where European history teachers did not; and three European where American did not. Much the larger number, however, report their use in both branches of history.

4. **Aids to teaching and study.**—The notebook appears to be quite generally used in Nebraska high schools, thirty-nine four-year and fifteen three-year schools reporting rather extensive resort to them. The method of notetaking was not clearly enough indicated in the reports, however, to justify any conclusions as to the uniformity or value of use. Class papers, either as outlines, or reports, or in some other form, are used by forty-two four-year and fifteen three-year schools.

5. **Conclusions.**—Remembering that only about one-half of the three-year and four-year high schools of the state have submitted the reports from which the above summaries and the accompanying table are made, the following general conclusions appear justifiable to the writer: (1) That a majority of all the high schools of the state still adhere to the single-text, "memory drill" method of teaching history. (2) That of the remaining half, decidedly the majority employ library reading in a large or the larger share of their work, making use of the "bibliographies" or reference lists found in the majority of present day history text-books. (3) That the "lecture method" is practically unused, and that printed outlines in place of text-books are rather rare. (4) That the "source method" is but infrequently used; but that source study of some sort is found in probably about one-fourth of all the three and four-year high schools of the state. (5) That class aids—Notebook, papers, and class maps—are made use of in probably a majority of the schools whose reports are available. The tabulation accompanying this article gives the details from which the most of foregoing information and conclusions are drawn.

The University of Illinois receives from the state during the next two years $2,207,790. It also receives from the United States Government and from tuition more than $300,000, thus having at its disposal an annual income of nearly $1,300,000.

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The University Journal

....ALUMNI NUMBER....

Devoted to the Interests of the University and of Secondary Education in the State of Nebraska.

Vol. IV. LINCOLN, NEBRASKA, DECEMBER, 1907. No. 3.

ROSCOE POUND, A. B., '88, A. M., '89, Ph. D., '97.
Professor of Law, Northwestern University.

LIBRARY, STATE UNIVERSITY, IOWA CITY.

LIBRARY OF THE UNIVERSITY OF ILLINOIS

DR. ROSCOE POUND

Among the alumni of the University of Nebraska, Professor Roscoe Pound stands pre-eminent for broad scholarship and versatile ability. Both heredity and opportunity opened the way to the man of genius. His rare preparation for a very early entrance upon university studies was gained entirely in the home under the efficient tuition of his gifted mother. At her knee, the child of tender years drew inspiration from Homer and grounded himself in the elements of modern tongues.

During the two decades since 1888, when he took the B. A. degree, his career has been swift and brilliant. In both natural science and in jurisprudence he has attained eminence through original research. His articles, books, and discoveries have won him an honorable place among specialists in botany. As director of the botanical survey, he served Nebraska for nine years (1892-1901); while in 1898, in recognition of his researches, a genus of fungi ("**Roscopoundia**") was dedicated to him by Dr. Otto Kuntze.

Law, however, was to be Professor Pound's vocation. To this his interest in botanical studies—though it is still keen and fruitful—has had to yield. His advancement in the chosen field has been rapid. In 1901, eleven years after admission to the bar, as commissioner he was called to the supreme bench of the state. Already in 1899 he had accepted an assistant professorship of jurisprudence. The duties of this office, together with his judicial functions, he continued to perform, both with signal ability, until 1903, when he was elected Professor of Law and Dean of the College of Law in the University of Nebraska. Here he proved himself a great teacher and a strong administrator. The present efficient organization of the College of Law is due almost wholly to him. Moreover, while doing the work of two men as teacher and dean, Dr. Pound has found time for original research. His papers on the common law and on the need of sociological jurisprudence are giving earnest of a great career of creative thought.

Partial Bibliography of Dr. Pound's Writings

"Symbiosis and Mutualism": in **American Naturalist**, 1893

Revision of the Mucoraceae, with Especial Reference to Species Reported from North America, 1894.

"The Synchytria, Mucoraceae, and Entomophthoraceae of Nebraska": in **Flora of Nebraska**, Part I, 1895.

Rearrangement of the North American Hyphomycetes (with Dr. Clements), 1897.

The Phytogeography of Nebraska (with Dr. Clements), 1898; second edition, 1900.

"The Vegetation Regions of the Prairie Province" (with Dr. Clements): in **Botanical Gazette**, 25: 381, 1898.

"A Method of Determining the Abundance of Secondary Species," (with Dr. Clements): in **Minnesota Botanical Studies**, 2:19, 1899.

"The Vienna Propositions": in **American Naturalist**, 1895:1093, and 1896:55. Also as "Les Propositions Viennoises le Nomenclature": in **Journal de Botanique** (Paris), March 1896. Also as "Die Wiener Nomeclatur Vorschlage": in **Allgemeine Botanische Zietschrift**, Karlsruhe), 1896: No. 6.

"An Addition to the Parasites of the Human Ear": in **Transactions of the American Microscopical Society**, 22:81, 1901.

"Insurance" (with C. S. Lobingier) in **Encyclopaedia of Pleading and Practice**, XI, 375, 1898.

The Evolution of Legal Education, 1903.

"A New School of Jurists": in **University Studies**, IV, No. 3, 1904.

"The Decadence of Equity": in **Rep. Nebr. State Bar Assn.**, I, 152, 1903.

"Do We Need a Philosophy of Law?": in **Columbia Law Review**, May, 1905.

"The Spirit of the Common Law" (Bar Assn. Address): in **Green Bag**, January, 1906.

"The Causes of Popular Dissatisfaction with the Administration of Justice": in **Rep. American Bar Assn.**, XXIX, 1906.

"Executive Justice": in **American Law Register**, LV, 1907.

"Spurious Interpretation": in **Columbia Law Review**, June, 1907.

"The Need of a Sociological Jurisprudence" (Address as Chairman of the Section of Legal Education of the American Bar Association): in **Green Bag**, October, 1907.

Readings on the History and System of the Common Law, 1904.

Cases on Practice Under the Code of Civil Procedure, 1904.

Exercises in Conveyancing Under the Laws of Nebraska, 1905.

Outlines of Lectures on Jurisprudence, 1903.

Many reviews and short articles in **American Naturalist** and **Botanical Gazette**; and contributions to the Nomenclature Controversy, 1891-1901.

Many articles on legal subjects in legal periodicals, chiefly in **Central Law Journal**, 1895-1900.

One of the editors of the **Flora of Nebraska** and of the **Reports of the Botanical Survey of Nebraska**.

ALUMNI TIDINGS

It is hoped that Alumni will contribute largely to this department of the University Journal. Items of personal interest are especially desired. Write us a short sketch of your doing and thinking. Tell us about the successes of your classmates, and the good fortune which always follows the righteous graduate. Address communications to the editor of the Journal or the editor of this department.

EARLY ALUMNI

The Washington University of Nebraska Club has organized with the following officers: President, Hon. John P. Hartman, who attended the U. of N. in the seventies, and is now President of the Board of Regents of the University of Washington. Vice-President, H. L. Bowlby, '05; Secretary, H. H. Lundin, '06.

John N. Dryden, 78-81, alumnus by adoption, most loyal and helpful of our early brothers, has just completed a very comfortable home at Kearney. Mr. Dryden has long been a member of the Kearney Board of Education and lends his aid to all uplifting efforts in his community and state.

C. N. Little, '79, founder of the department of Civil Enginering in this university, and later professor of applied mathematics in Stanford University, is now pleasantly located in Moscow, Idaho, where he has held the position of Professor of Civil Engineering in the state university since his voluntary withdrawal from Stanford along with Professors Howard and Ross.

THE EIGHTIES

John S. Bridenbaugh, '81, who practiced law at Hartington for many years after graduation, has removed to Lincoln, to secure a larger field for himself and to afford his children better educational advantages. He has a daughter in this year's senior class.

William P. Sullivan, '84, resides at Fairfield, Ia., and has been for the past sixteen years the Iowa representative of one of the large school book publishing firms.

Jesse H. Holmes, '84, is professor of Bibical History and Psychology at Swarthmore College, Pa. He received the degree of Doctor of Philosophy from Johns Hopkins University in 1890.

Miss Mary L. Jones, '85, formerly librarian in the University of Nebraska and afterwards city librarian of Los Angles, California, is now acting librarian at Bryn Mawr. Miss Jones has had a very successful career as librarian, and is considered one of the most intensive workers in the country.

Lincoln Frost, '86, has just been re-elected judge in the Third judicial district. No public man stands higher in this part of the state than Judge Frost. The popular estimate is justified.

Mary Campbell Majors, '86, spent a part of the summer with her mother in Lincoln. Mrs. Majors now lives at Columbus, Ohio, where her husband, Dr. David R. Majors, is professor of education in the state university.

James R. Foree, '86, is president of the Board of Education at Tekamah. Mr. Foree takes great interest in the schools and has contributed not a little to their progress.

W. H. Wagner, '88, who was superintendent of schools for many years at Hebron, is engaged in the manufacturing business at that place.

T. S. Allen, '89, is chairman of the Democratic State Central Committee, a position which seeks him out quite regularly. Mr. Allen can endure both the praise which follows victory and the blame which comes after defeat.

David D. Forsyth, '89, and his wife, Myra Clark Forsyth, '89, live in Grand Junction, Colorado, where Mr. Forsyth is pastor of the Methodist church.

THE EARLY NINETIES

Prof. H. B. Duncanson, '90, M. A., '94, of the State Normal School at Peru, has in press an elementary text-book on zoology.

J. W. McCrosky, E. E., 1891, was a recent visitor at the engineering department. Mr. McCrosky holds a high position in the London office of J. G. White & Co., and is just returning to England after an extensive trip through South America, where his company has numerous contracts under way.

Mrs. Joseph Tremain McCrosky, '92, A. M., '94, with her two children has been visiting friends in Lincoln and Tecumseh for several weeks. Mr. and Mrs. McCrosky are glad to return occasionally to Nebraska, but their work calls them away and they seem willing to reside even in so benighted a land as England. They sailed for their Kentish home in Bromley, November 20th.

E. P. Brown, '92, president of the Alumni Association, is a member of the legislature of Nebraska. He has made a splendid record, having been chairman of the judiciary committee and having served on other important committees. He is a ready speaker, a clear debater, and a good presiding officer. As ranking chairman, it was his duty frequently to preside over the house—a duty always performed with credit to himself and satisfaction to the members.

A. C. Epperson, Law '92, is a member of the Supreme Court Commission of Nebraska.

F. M. Richards, '93, is editor of a newspaper at Franklin. As president of the board of education he has been active in bringing the high school into condition for accreditment.

Miss Sarah A. Ryan, '93, is principal of the Wilber high school.

Harry G. Barber, '93, is at present in charge of the work in biology in the DeWitt Clinton High School, New York City. With some other Nebraska alumni Mr. Barber is moving toward the organization of a Nebraska Alumni Club in New York City. Mr. Barber received his A. M. from Harvard in 1898.

George F. Fisher, '94, who has been telegraphic editor of the State Journal for several years, has now the same position with the Omaha Bee.

Charles N. Hinds, '95, A. M., '96, is engaged in the banking business at Odell.

George L. Towne, '95, publisher of the Nebraska Teacher, spent the summer in Colorado regaining his health. While roughing it, he received a valuable gun with the compliments of the Schoolmasters' Club of which he was secretary for several years. He returned in good health.

E. W. Brown, Law '95, is a representative from Lancaster county in the state legislature. He has made an excellent record, serving on several of the most important committees.

Will Forsyth, 95, is pastor of the Methodist church at Ballard, Wash., near Seattle.

Willa S. Cather, '95, associate editor of McClure's Magazine and a well known writer of short stories visited friends at the University recently.

THE LATER NINETIES

H. M. Benedict, '96, A. M., '97, Professor of Biology in the University of Cincinnati, writes to his friends that a brand new boy has come to board with him.

W. H. Pillsbury, '96, who was compelled to leave school work on account of ill health, has become strong again by the change to real estate business in Lincoln.

Hon. E. B. Quackenbush, Law '96, has recently been called to mourn the loss of his wife.

Mrs. Florence Winger Bagley, '96, A. M. '98, and two children, spent the summer in Europe. Dr. Bagley was with them a part of the time. The new books of Dr. Bagley on "The Educative Process," and "Class Room Management,' are becoming very popular with the more advanced educators.

Chauncey D. Warner, '96, writes a very interesting letter from his home in East Orange, N. J. He is New York manager for the Moore Electrical Company. He says in part, "For the past ten years, I have been associated with Mr. D. McFarland Moore as his first assistant engineer in developing the vacuum tube light which bears his name. The development of the Moore light has been extremely interesting from the start and is classed as one of the seven great electrical inventions. To the scientific man, it is a marvelous performance to transmit electricity over two hundred feet of vacuum and to automatically maintain the vacuum at .000125 of an atmosphere. An automatic valve regulates the admission of gas (nitrogen or carbon dioxide) which is used in producing the light. Nitrogen gives a beautiful yellow light and carbon dioxide a pure day light I am much impressed that much time could profitably be spent by undergraduates in investigating the flow of electricity through vacuous conductors."

One of the best attempts to formulate the work in botany for the high schools is that of R. Kent Beattie, '96, now professor of botany in Washington State College. It is issued by the State Superintendent of Public Instruction as High School Bulletin No 1., and is intended to serve as a guide for the high schools of the state. The work as outlined includes the cell, the blue-green algae, the lower fungi, brown seaweeds, higher green algae, higher fungi, liverworts, mosses, ferns and their allies.

W. H. Hayward, Law '97, is Chairman of the Republican State Committee. Mr. Hayward has received many compliments on his management of his first state campaign.

C. L. Shear, '97, has just published a valuable bulletin (No. 110 of the Bureau of Plant Industry, U. S. Department of Agriculture) on "Cranberry Diseases" In it he brings together what he has hitherto published in smaller papers, and thus makes the first full account of the diseases of the cranberry due to fungi. It is illustrated by seven full-page plates, two of which are in color. Several pages are devoted to preventive and remedial measures.

J. A. Warren, '98, who took his masters degree in 1901 was visiting at the University recently. Mr. Warren is now in the employ of the United States government and is traveling through the four states of Nebraska, Kansas, Iowa and Missouri investigating the actual conditions of the farmers. He is trying to learn what the practical experience of the farmers of the states has been in regard to seed used and methods tried.

Alvin E. Evans, '98, A M., has been awarded a fellowship at Michigan University.

George A. Warfield, 98, is at present professor of Political and Social Science in Dakota Wesleyan University, Mitchell, S. D.

Miss Rachel Corr, '98, of Staplehurst, has accepted a position in the University of California. She has been very successful in her work as instructor in this state since her graduation.

George Thomas, '98, superintendent at McCook, was at the University last week. Supt. Thomas is a most active member of the Executive Committee of the Nebraska State Teachers' Association, is president of the Library section and is principal of the McCook Junior Normal School. Few alumni have accomplished more for Nebraska's welfare than Supt. Thomas has done.

William Axling, '98, after leaving the University entered the Rochester Theological Seminary, and was graduated in 1901. That Fall he was sent by the American Baptist Misionary Union to take charge of its work in the Iwate and Amori provinces in Japan. A field inhabited by about one million, three hundred thousand people. When the famine came in 1905-06, covering the three northern provinces of the Empire, he was made a member of an International Committee of Relief. They solicited aid from America, England, France and Germany. Through appeals made, something like $500,000 was secured for famine relief. Of this amount the committee distributed $110,000 to the starving people of the provinces. The remainder was handled through the government. After the work of famine relief closed Mr. Axling suffered a complete nervous collapse and the physicians ordered him back to America to regain his health. In this he has been only partially successful, but in time will probably entirely recover.

Edith L. Robbins, '99, is taking graduate work in English Literature at Nebraska.

Luther E. Mumford, '99, is representative for Ginn & Co., with headquarters at Lincoln.

THE NEW NAUGHTIES

Ivy Wallace Bowlby, '00, is a home maker in Seattle, Washington.

A. A. Davis, A. M., '00, is teacher of Latin and German in Provincial High School, Bacolod, Occidental Negras, P. I.

Fred C. Williams, '00, is located in Lincoln as representative of Silver, Burdette & Co., text-book publishers.

Miss Katherine L. Woods, '00, is a member of the faculty of the State Normal School at Peru.

S. H. Thompson, '00, who has been superintendent of schools at Holdrege, is doing graduate work at Columbia University this year.

Paul Weeks, '00, is now engineer of tests for the Baldwin Locomotive Works at Rio de Janiero. In a letter recently received from Mr. Weeks, he says: "Brazil is all right. In the interior one would think he was back in Nebraska. The two large cities, Sao Paulo and Rio de Janiero, are full of life. There are five and six story buildings, with the latest improvements in electric traction and light. The scenery around Rio is well worth the reputation it has, as the finest in the world.

Bruce Benedict, '01, is at present located in Chicago as editor of the Railway Master of Mechanics.

J. S. Ellis, '02, is superintendent of schools at Lake Preston, S. D.

A. M. Voss, '02, was a member of Dr. Lees' party in Europe last summer.

H. Clyde Filley, '03, returned to Albion as superintendent of schools.

W. F. Meier, '03, now located at Spokane, Wash., was recently appointed by the Superior Court of that state as examiner of land titles. This appointment was made in accordance with the new law pased by the last legislature to register land titles under the Torrens system.

J. R. Fulk, '03, is still superintendent of the Hebron schools.

Miss Edith A. Lathrop, '03, who has been teaching in the Hastings high school, was elected superintendent of schools of Clay county.

W. A. Yoder, '03, has been re-elected superintendent of public instruction for Douglas county.

The address of Theodore W. Fox, '03, has been changed from Chicago to R. F. D. No. 26, Mayville, N. Y.

W. R. Calvert, '04, is visiting in Lincoln for a short time. He has just returned from a geological trip in Montana, where, with a number of other men he was trying to place the different coal beds in that state and find out their extent.

H. R. Edwards, C. E., '04, who is acting as transit man on a railway location party in Mexico, writes that he is in the region where Yaqui Indians furnish frequent excitement and danger. There are seventy men in the party, a large part of them serving as guards.

H. R. Edwards, C. E., '04, is acting as transit man on a railway location party in Mexico.

J. B. Davidson, M .E., '04, writes interestingly from Ames, Iowa, where he is professor of agricultural engineering and is in charge of experimental work at the experiment station. He states with some pride that Margaret Elizabeth Davidson, a new-comer in his family, is rapidly learning to talk

S. E. Clark, '04, is making a good record as principal of the Hastings high school.

Arthur F. Becker, 04, has been elected superintendent of schools for Sioux county, Nebraska.

Miss E. Ruth Pyrtle, '04, is principal of the Bancroft school in Lincoln. At present she is on a leave of absence to her claim in South Dakota. She is expected to return to Lincoln sometime in January.

Mr. Edgar F. Davis, '04, former manager of the football team is now located at Long Beach, California. He is associated with his father in general real estate, loan and investment business.

E. R. Buckner, '04, is engaged in law work in New York City. He is associated with the firm of Cravath, Henderson and de Gersdorff. Mr. Buckner may be addressed in care of the Harvard Club, New York City.

It is with regret that we chronicle the death of Mr. Chas Hugh Bryan, '04, which occurred in Mexico on the eleventh day of September last. Mr. Bryan graduated from the University at the midwinter commencement, '04, and was at the time of his death serving in the capacity of a chemical engineer.

Miss Alice Venters, '05, has the science work in the Syracuse high school.

Helen Redington, 05, is Industrial Secretary of the Y. W. C. A. of New York City. Miss Redington was a scholar in English Literature in '05-'06 and Fellow in '06-'07.

Miss Grace Sargent, '05, is principal of the Syracuse high school.

Miss Alma Vanderveer, '05, is in the Ashland high school again this year.

Arthur G. Kennedy, A. M. '05, is teaching in the Norfolk high school again this year.

The first letter received from Miss Grace Coppock, '05, from Kuling, China, tells of the death from cholera of a servant in the family with which she is living. Every precaution is being taken to avoid contagion, and it is hoped that the missionaries will escape the danger threatening.

C. N. Walton, '05, is superintendent of schools at Chadron and is president of the Northwestern Nebraska Teachers' Association.

Alfred Crago, '05, is serving his third year as principal of the Tobias schools.

Henry L. Bowlby, '05, has recently been appointed professor of civil engineering at the University of Washington, at Seattle. Mr. Bowlby's former home was Crete, from which place he was appointed to the West Point Military academy six years ago. He spent three years at the academy and then resigned and went to South America to do engineering work for the Brazilian government. Shortly after his graduation he was offered a position in the civil engineering department, at the state university of Washington. Last summer the professor of the department resigned and Mr. Bowlby was offered his place. Mr. Bowlby's promotion to this position is the second honor that has been bestowed upon Nebraska men at that institution. R. E. Moritz, '01, who was for several years an instructor in mathematics in the University of Nebraska, was placed at the head of the department of mathematics in the University of Washington three years ago.

Elizabeth Brenizer, '05, writes from New York City, where she is attending the "Bible Teachers' Training School:" "There are about ninety resident students in the school and we have the jolliest times imaginable. I feel that I am getting the boarding school life that I missed in attending a co-educational school as big as Nebraska. Dr. White, our president, is making a special place for Italians this term. I confess I thought I might find a lot of freakish missionaries here as students, and long faced preachers for instructors, but I was most agreeably surprised. Everybody is splendid. There are so many of us Nebraskans in this school or near here. Fannie Drake is still in Rochester as Extension Y. W. C. A. Secretary. Florence Parmelee, '07, has the same position in Utica with the addition of Physical Director. Etta Agee, '05, is Secretary of the branch association in the Mohawk Valley Knitting Mills in Utica. Helen

Redington, '05, is Extension Secretary of New York City. Pearl Archibald, '06, is State Extension Secretary for the states of New York and New Jersey. Bertha Kern, '04, is Extension Secretary at Yonkers. Emma Shinbur, '04, is Educational Secretary at Buffalo. Anna Van Zandt, '04, is here in the Bible School.

RECENT ACCESSIONS

Robert P. Hill, '06, is principal of schools at Ewing.

B. J. Gibson, Law, '06, is now a member of the firm of Meierhoff & Gibson, Corning, Ia.

Miss Ethel Holman, '06, is the new principal of the Creighton high school.

W. F. Heath, '06, is with the Chicago, St. Paul, Minneapolis and Omaha Railway at Sioux City.

George Lautz, Law '06, is practicing law in Butte, Montana.

C. L. Cole, M. E., '06, was on the campus recently, and had an interesting story to tell of the work he and Brown, '06, are doing for the Allis-Chalmers company. They are employed as special apprentices on the installation of a sewerage and drainage system for the city of Chicago, and as such are enjoying many opportunities to observe and learn. They expect to remain on this work through the duty test.

May Hamilton, '06, is teaching her second year in the Lexington high school. She is much pleased with her work and remembers her University experiences with great pleasure.

Miss Helen C. Arnold, '06, is teaching in the high school, Lake Preston, S. D.

C. C. McWilliams, O. R. Mallot, Val Kendall and Adolph Wellinsick, who graduated from the university last spring, are all working for the Westinghouse company at Pittsburg, Pa.

R. E. Stone, 07, has just been appointed instructor in Botany in the Alabama Polytechnic Institute.

A. R. Wilson, '07, has just received an appointment with the Pueblo Bridge Co.

Archie Belden, 07, is connected with the Greenough Bros., general contractors, on mining work in Montana.

A family letter from "The Boys," Wilkinsburg, Pa., reached Prof. Morse the other day. J. M. Kryder, '07, tells of his work in the transformer department. W. C. Hamilton, '06, tells how he spent six months in the transformer department working under H. C. Randall, a University man who is head of that department. Hamilton is now working on dynamo testing. Roy C. Dywer, '07, contributes an essay on "Our troubles," full of his characteristic wit. He tells how A. L. Harvey, '06, is making good in the switch board design department. L. Davis, '06, is working on induction motor winding He states that there is a large colony of Nebraska boys Sunday afternoons in the park they "generally attract attention."

W. F. Rantsma, C. E., '07, was on the campus this week, on his way to South America. Mr. Rantsma has been in charge of hydraulic work for the American Smelting & Refining company at Ely, Nevada, and has been transferred to Lima, Peru, where he will have charge of similar hydraulic work for the same concern. This company, the largest smelting corporation in the world, and employment in its ranks is considered something worth while by engineers. Charles Purcell, C. E., '06, spent a year with this company at Ely, Nevada, and is now assistant to the general manager of the company's works in Peru, with a variety of duties, considerable responsibility, and a splendid salary for so young an engineer.

Mr. G. A. Pearson, A. M., '07, forest assistant of the United States forest service has been visiting the department of forestry and botany. He has been engaged in field work in Oregon, and is now on his way to Washington for the winter.

A. L. Lott, '07 writes to some of his friends in the University that he is in the employ of the Omaha and Council Bluffs Railway company, and is at present engaged at wiring work in the sub-station at Twenty-sixth and Lake streets.

Frank Stockton, '07, is connected with the Agricultural College at Mesilla Park, N. M.

Herbert M. Crawford, E. E., '07, writes that he has a position with the West Penn Railway Company. He is assistant to the master mechanic at Connelsville, Pa., and likes the interurban work.

Mr. Arthur Sampson, A. M., '07, of the Bureau of plant industry of the United States department of agriculture, visited the University last Saturday. During the last summer he was working in Oregon with Mr. Pearson.

J. Zavodsky, '07, is assistant chemist for the Burlington railroad at Aurora, Ilinois.

G. L. Pitchford, '07, is head chemist in the Union Pacific shops at Omaha.

Raymond J. Poole, '07, has been appointed assistant in the botany department of the University. During most of his college course Mr. Poole had specialized in this study and he spent a part of the last two years of his course as an assistant in botany at the state farm.

AT KEARNEY

E. B. Sherman, '95, superintendent of the State Industrial School for Boys.

George Burgert, '98, Superintendent of City Schools.

Mrs. Darlene Woodward Burgert, '00. Home maker.

Carlton Wilburn, '05, teacher of English Literature, high school.

Ethel MacMasters, '02, teacher of Latin, high school.

Joseph Runner, '07, teacher of science, high school.

Bessie Brown, '99, teacher of Mathematics in the high school. Miss Brown was absent last year on "leave." She spent the year in graduate study at Columbia University.

Bertha Keysor, graduate at U. of N., teacher of German in high school.

J. J. King, '00, in real estate business.

Mrs. Ada Du Bois Reasoner, '98, wife of county superintendent S. A. Reasoner.

Mrs. Alice Bross Newell, '98, wife of Rev. Arthur F. Newell, pastor of the Congregational church.

H. O. Sutton, '98, Professor of Physical Science, State Normal School.

Geo. N. Porter, '98, Professor Eng. Literature, State Normal School.

Gertrude H. Gardner, '99, Professor of Latin, State Normal School.

Alma S. Hosic, '96, A. M., '01, Professor of Geography, State Normal School.

W. E. Allen, graduate student, Professor of Biology, State Normal School.

Mrs. Grace Wheeler Allen, '00, home maker.

C. N. Anderson, graduate student, Professor of History, State Normal School.

Mary Crawford, teacher of English Literature, State Normal School.

Many other instructors at the Normal School have been students at U. of N., John Dryden, by adoption, is a prominent attorney.

MARRIAGES

Stanley Bartos, Law 1907, and Miss Theresa Beck of Wilber, were married last month. Mr. Bartos is the junior member of the firm of Bartos & Bartos of Wilber.

Mr. F. E. Thomas, Law, '02, and Miss Belle Nunmaker of Seward were married at the home of the bride's parents, October 10. They left for Salt Lake immediately, where Mr. Thomas is manager of Bradstreet's agency.

C. K. Weeks, '07, and Miss May Avery of Fairbury, were married last October. Mr. Weeks succeeds Fred Hunter in the superintendency of schools at Fairmont.

Fred M. Hunter and Miss Emma E. Schreiber, '05, were married at the bride's home in Omaha, August 28. They will make their home in Ashland, where Mr. Hunter has charge of the public schools. Fred Hunter is one of the best allround young men who have gone from this school. He is popular in all circles, and has been successful in all his undertakings. His future seems unusually bright. Miss Schreiber was a strong student and became a very successful teacher in the Fairmont high school. Ashland is to be congratulated upon acquiring two such helpers.

C. E. Teach, '03, and Miss Vera Myers, '06, were maried at the home of Miss Myers' parents in David City last summer. Mr. Teach was for two years principal of the David City high school, and for the past two years has held a similar position at Fairbury. Miss Myers has taught very successfully in the David City high school since graduation. They will make their home at Fairbury, where Principal Teach is making a state reputation as high school organizer and instructor.

William W. Mower, '05, and Miss Gratia Ames, '07, were married at Denver last summer. They have spent several weeks at the home of the parents of the bride at Normal, Nebraska. Recently Mr. Mower entered upon his work as pastor of the Congregational church at Sutton, Nebraska, where they will reside.

Mr. and Mrs. John H. Taylor announce the marriage of their daughter, Caro Cushing Taylor to Mr. Orville Hays Martin, '98. The wedding occurred at Bangor, Me., October nineteenth. Mr. and Mrs. Martin will be at home at Independence, Mo., after December first.

Mary E. Gardner, '04, was married September eleventh at the home of her parents in Fremont, Neb., to Mr. James Fountain Powell of Ottumwa, Iowa. Mr. and Mrs. Powell will be at home at 313 North Market St., Ottumwa, Iowa.

Dr. H. H. Everett, '06, and Miss Blanch Hargreaves, '02, were married in Lincoln last September. They left immediately for a tour of Europe and will make their home in Lincoln, on their return next spring.

Edward C. Elliott, '95, now professor in the Department of Education at the University of Wisconsin, was married this past summer to Elizabeth Joy Nowland, of Spokane, Wash. They will reside in Madison, Wisconsin.

"NED" BROWN, '92, ACCEPTS A POSITION

"His Excellency, the Governor of Nebraska, the Hon. G. Lawson Sheldon—Sir: I have the honor to acknowledge receipt of your esteemed communication of the 'steenth prox (whatever that is) conveying credentials of my recent appointment as delegate from Nebraska to the National Mining Congress to be held at Joplin, Mo. I note with unfeigned joy the statement that this appointment is made because you entertain a special confidence in my expert fitness for the tendered post.

"I am preparing to accept the commission you offer, although to do so entails considerable pecuniary sacrifice. In the first place I regret to say that the railway ticket which was doubtless intended to accompany your letter is missing. I have reported this fact to the postoffice authorities and the matter is now under investigation by the secret service. I would suggest that you diligently examine your office force, lest by chance you are harboring a petty grafter. You will fully appreciate that by walking one saves but two cents a mile whereas formerly the saving was 50 per cent greater.

"Also I must arrange for some one to carry on my work while I frivol away my time at Joplin. I am now busy unhusking my corn. Some farmers have to husk theirs, they say, but mine always grows that way. I have tried to get Leonard Robbins and Bixby to come out, but they have an assignment elsewhere. I don't suppose you can come yourself, as you are perhaps useful at the head of or the seat of the state government. (By the way, which is it? I have seen it stated both ways.) So it will probably be necessary for me to get along with Maggi and Dimery. If you will admonish them to begin early and stay late and not to prolong unduly their withdrawals from labor to refreshments, it is just possible they may do as much for me while I am gone as I can do for you. As soon as they arrive and when my shoes are half soled I shall be ready to start.

"Will your excellency graciously deign to accept my gratitude and the assurance of my most distinguished consideration.

" "Yr. Excellency's Obliged and Obt. servant.

E. P. BROWN.

"P. S.—Where in Missouri is Joplin?'

Considerable interest has been manifested by the University Alumni especially those living in Lincoln, in the organization known as the Inter Fraternity Council of the University of Nebraska. This body is composed of one alumnus and one active member from each fraternity represented in the University, and its objects are the regulation of fraternity matters, especially the time of rushing and pledging new men. The Council has been in existence nearly two years and it is safe to say that the organization has been productive of much good. Among other things the council has been able to regulate and limit the strenuous rushing period which has heretofore been so disastrous to freshman grades. No student can be rushed or entertained in any way by any fraternity prior to the third Friday in October and no student can be pledged or initiated until the Saturday preceding Thanksgiving, and not even then if his name appears on the delinquency list or if he be registered for less than twelve hours.

Decennial Anniversary Class of '97

Just what significance there is in the decimal system as applied to the flight of time it might be hard to state in English words; but all feel that there is a peculiar significance. The tenth anniversary somehow seems to require a more noticeable milestone than the ninth or eleventh. This mathematical superstition accounts, doubtless, for the fact that the class of '97, held its most successful reunion since mortar-board days on Alumni Day last June. A formal celebration was not attempted, but the members gathered at noon for an outdoor luncheon at "Oriole Glen," the country home of Miss Flora Bullock.

The day proved to be ideal for the purpose. Indoors was not to be thought of when opportunity was afforded to meet old friends out on the grass under the trees. The time before luncheon was pleasantly passed in the usual exchange of reminiscences. "Do you remember 'The Yellow Kid?'" was a starting point for reminiscences of the '97 class play, a noted one in University annals. A collection of Sombreros, senior books and class photographs helped to recall many forgotten scenes and faces. Another diversion was participated in by many in the company —cutting the leaves of a new book fresh from the hands of the publishers, "The Mid-Earth," poems by Hartley B. Alexander, 97.

After luncheon the class roll was called, those present responding with some account of themselves, and some of the absent ones being represented by letter. Mr. Piper sent a pleasing poem as his contribution and Miss Nellie Griggs sang several original songs For a few minutes the members tried to talk business in order to dispose of the sum of $50 in the class treasury. Nothing could be done, however, as it was the general opinion that this bank account forms "the tie that binds," and that there would be nothing to talk about at future business meetings if the money were used. Some bright '97er suggested that it be left at interest in the bank for 400 years then be given to the University to build an architecturally presentable building. There were no objections to this proposition.

At three o'clock the '97ers adjourned and strolled over to the alumni re-union at the Farm, a short distance from "Oriole Glen."

The roll call brought out many interesting items, and for the benefit of '97ers who could not attend, a brief resume of it will be given here.

Hartley B. Alexander—Present, having come from Springfield, Mass., especially to attend the reunion of his class. Calls himself a lexicographer. He is doing expert work on the new edition of Websters dictionary. He has published two books and numerous magazine articles.

Maude Atkinson Thayer—Letter from Mercur, Utah. She is a busy home maker with two children, is superintendent of the Sunday School, and politically a "mugwump," with a vote for any good '97er who aspires to be president.

Flora Bullock—Present. Instructor in English, in charge of department in School of Agriculture, U. of N. In the summer she raises chickens and garden on her ten acre farm east of Peck's Grove. Wants the '97ers to come again.

Irene Bryan Tyler—Not present. Was busy getting married that very day.

Esther Ann Clark—Letter from Peru, Nebr., where she is a teacher of Latin.

Nellie L. Dean—Present. After several years' work in the Lincoln Academy, she has gone West, and is teaching in the high school at Spokane, Wash., enjoying her work very much.

Frances E. Duncombe—Present. Has been teaching in the Lincoln high school for a number of years. Is always ready to help when the '97ers get together.

Ada V. Graham—Present. After teaching nearly all the time since '97 she has returned to study in the University, as an assistant in the department of Germanic languages.

Nellie K. Griggs—Present. Is instructor in pianoforte in the University School of Music, and composes occasional songs.

Mrs. Jennie Guile Weeks—Letter from Iowa City. She couldn't bring her children three, though greatly moved to come and see the '97ers. Is very busy and happy.

Jennie A. Hall—Present. She is teaching in the high school at Holdrege, where she has been for a number of years. Returns to her home in Lincoln for vacations.

Ida W. Heise—Present. Has taught in the Nebraska City high school ever since graduation. She came to Lincoln especially to assist Miss Bullock in greeting the '97ers.

A. S. Johnson—Greetings. He was unable to be present, being obliged to leave for California as soon as school work was over. Is a full fledged professor in the University, department of political economy and commerce.

C. M. McMichael—Letter (the next day). Mr. McMichael is coming to the front as a school man

in Nebraska. He is now at the head of the schools in Holdrege.

Robert H. Manley—Letter from Omaha. Is advertising manager of the Brandies store in Omaha. He writes what all '97ers will feel relieved to hear, "I not only forgive, but congratulate my classmates on the righteous rebellion that restrained one man from writing, managing and starring in the class play to the exclusion of all others."

Ella Matthews—Indirectly, through her brother, it was learned that she is very far away in Singapore, Straits Settlement, engaged in mission school work.

Susan Pillsbury—Present. She is another noble '97er upholding the dignity and intelligence of the class in the Lincoln high school, and rustling when there is anything to do for '97.

Edwin F. Piper—Letter from Iowa City. He is instructor in English in Iowa State University under Professor Ansley. Mr. Piper sent a rather plaintive poem—the refrain being that he wanted to be back again with the folks who called him "Ed." Later in the summer he visited Lincoln and called upon some of the '97ers.

Mabel D. Ricketts—Letter from Champaign, Ill. Miss Ricketts sent best wishes to all '97ers, but did not tell what she is doing.

Mrs. Mary Sargent Weese—Present. She lives on a farm near Normal, and spends her time training her one small boy, the only '97 infant who attended the reunion. Mrs. Weese has entertained the girls of '97 at her home nearly every summer since '97.

Leo C. Smith—Letter from Minneapolis. After investigating the business of school teaching for seven years he dicided against it and is now making money as Secretary of the Manuel-Smith heating company. Says he is selling hot air. He wrote a long letter on the third of June, and didn't say a word to the effect that he was married on the fifth.

Mrs. Jessie Spurck Comstock—Present. Her home is in Lincoln with her husband and three children.

George H. Thomas—Letter. Mr. Thomas was too busy starting a Junior Normal at McCook to attend the reunion, but sent joyous greetings. He is superintendent of the schools at McCook, and a leader in school work in Nebraska.

Mrs. Kate Walker Johnson—Letter from Toledo, Ohio. She could hardly believe that we had been graduated ten years.

Julia M. Wort—Present (indeed she saw that the hungry were fed). Another good teacher in Lincoln high school.

Ernst A. Bessey—Letter from Salt Lake City. Mr. Bessey is a pathologist in the U. S. department of agriculture. Is now at work in Florida, but made a special trip to Utah last spring. He dosen't call himself a '97er, but received a letter and responded.

Benton Dales—Present. He is now assistant professor of Chemistry in U. of N., after spending some time as a student and instructor in Cornell University.

Rollin A. Emerson—Present. Professor of horticulture in the University of Nebraska. His principal work is in the School of Agriculture.

Nettie E. Philbrick—Present. Instructor in Domestic Science, U. of N. She hasn't time to do anything else, as the department is growing. Upon the beginning of work in the new woman's building at the University Farm, she will join Prof. Emerson and Miss Bullock in representing '97 in the School of Agriculture.

Helena I. Redford—Letter from Baltimore, where she is a student in the John Hopkins Hospital Training School for Nurses. She writes very enthusiastically of her work there. Expects to graduate this year.

Mrs. Mae Rhodes—Letter from Rock Springs, Wyoming, where she is at home with her husband and family. She longs for a sight of green grass and real trees.

George F. Warren, Jr.—Letter from Ithaca, N. Y., where he is assistant professor of agronomy in the New York state college of agriculture. He writes: "Give my best wishes to all and say that I have not forgotten the sunny skies of Nebraska, nor the earnest-purposed students of '97.

Franklin L. Meyer—Letter from Trenton, N. J. "The Yellow Kid" wrote a most interesting account of his work in the insulated wire department of the John A. Roebling's Sons' Co., where he has been for nine years.

C. E. Crownover—Letter from St. Paul, Minn. He is a locating engineer for the Great Northern railway. Travels around a good deal, and meets U. of N., people often.

Wm. Grant—Present with Mrs. Grant. He is city engineer of the city of Lincoln and has more trouble than he likes.

Hans W. Jorgenson—Letter from Bisbee, Arizona. Says he is growing gray and fat. He is U. S. deputy mineral surveyor and says he lives in a district where there is not much else than copper and sunshine. In a later letter Mr. Jorgenson says, "I hunger for tales of the University."

Similar ideas in other letters show that some such full account of a class re-union as is attempted here would warm the hearts of many old grads.

Football

Results of Recent Nebraska Games

Colorado at Lincoln, October 26: Nebraska, 22; Colorado, 8.

Ames at Lincoln, November 2: Nebraska, 10; Ames, 9.

Kansas at Lawrence, November 9: Nebraska, 16; Kansas, 6.

Denver University at Lincoln, November 16: Nebraska, 63; Denver, 0.

Doane College at Lincoln, November 23: Nebraska, 85; Doane, 0.

Cleveland claims to have a larger per cent of men teachers in the high schools than any other American city.

Those who object to paying tuition for rural children in high schools should move to New Jersey where a single boy receives from the state $250 for school expenses, because he lives in a remote part of the state. In all, several hundred thousand dollars are spent there every year in transporting pupils.

The University Journal

Devoted to the interests of the State University and secondary education in Nebraska.

PUBLISHED MONTHLY.
By the University of Nebraska at the Registrar's office, Lincoln Nebraska.

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H. K. WOLFE, Editor.

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Science—R. H. Wolcott, Professor of Anatomy, the University.
History—C. E. Persinger, Assistant Professor of American History, the University.
Language—Louise Pound, Assistant Professor of English Literature, the University.
Secondary Schools—A. A. Reed, Inspector of Accredited Schools, the University.
Physical Education—R. G. Clapp, Professor of Physical Education, the University.
University News—E. H. Clark, Purchasing Agent, the University.

What professional journals do you read regularly? What new thing have you learned this year about high school pupils, that will enable you to serve them better henceforth? Do you know the methods of any other high school teacher in your special field? Do you know what the best thinkers in your line of study have done in the past five years and what they are trying to do right now?

Nebraska teachers who wish to secure the "School Review" at two-thirds the regular price may send one dollar to the editor of this journal before December twentieth. At least one copy of this review should be in every high school in Nebraska. Professional reading is largely a habit, and among many teachers it is entirely a habit of not reading anything that smacks of school. Teachers are the only business or professional people who have this nausea in the presence of "shop discussion."

Those teachers, school officers, and parents, who would eliminate competition from children's activities, whether on playground or in class room, are setting themselves against the strongest and most effective motive for exertion. By competition the race has risen, and children still need old-fashioned crutches. The recapitulation theory should have settled this matter, but our willingness to sacrifice the many for the benefit of the few has blinded us. The school is a specialized means of assisting the young to grow. Most young creatures will grow anyway. Should we not leave the management of this highly intricate mechanism—the school—to experts, who, by special knowledge of children, may adjust the school influences to suit the eccentricity of infinitely varying orbits?

ALUMNI ORGANIZATIONS

The graduates of the University of Nebraska have joined together in several of the larger towns of the state for mutual profit intellectually and for making available that practical helpfulness which all children owe to their mother. Many other towns have enough alumni within their vicinity to justify formal organization. Half the counties of Nebraska contain from twenty to forty of us, and we ought to get together this year. County organization is feasible in fifty counties. Prof. Caldwell has a plan for University extension work that will enable these organizations to be directly useful to their respective localities as soon as they realize the strength which union develops. Without increase of appropriations our alma mater can serve twice as many people as are now ministered to; and may reach a helping hand into every school district of the state as soon as the machinery of communication is connected up.

In the struggle for your beginning years of independent activity, don't forget the source of your own excellence. Try to keep intact the threads of old association, and aim to share your advantages with your neighbors. You can bring direct University influence into any county of the state if you put on your armor and seize a spear. Send us your energetic youth, and listen sometimes to our wise men. Some of you call a meeting of all U. of N. people in the largest town of the county, organize and have at least an annual dinner. Other things will follow.

BOOKS & PERIODICALS

The University Journal is sent to all alumni who answered our circular letter last year. It will be sent to any person who is sufficiently interested to ask for it. There is no fee attached, and only your good deeds will be mentioned when the alumni editor comes to serve you up for the gratification of former associates.

"School Review."—Contents for November: The Study of Experimental Pedagogy in Germany. Emphasis in Latin Prose. Salaries and Efficiency. The Teaching of Botany in the High School. The Development of Secondary Education in Scotland. An English Experiment in Education. The Present Trend in the Teaching of Mathematics. Editorial Notes. Book Reviews. Discussions. Notes and News.

"Principles of Secondary Education," by Charles DeGarmo. Macmallian, 1907, ($1.25). The present volume deals with "The Studies." It is the purpose of the author to publish soon another work on "The Aims and Processes of Teaching Them." This book is alone of its kind. It is indispensable to the teacher who is at all interested in high school questions of the studies outside the class room. It contains much valuable matter, both of material and of opinion. In some respects it is the most important book Professor DeGarmo has given us. It lacks, however, the incisive strokes of his other works. Is this due to growing conservatism, to retirement from the field or merely to unfamiliarity with present conditions and tendencies? The author is certainly familiar with the best classic literature of the subject. But even the studies of the high school must be investigated on the ground, and valued by present day needs and results.

After twenty-three pages of general introduction the bases for the selection of studies are considered. The author then discusses the **natural sciences**, under the heads of the Exact Sciences, the Biological Sciences and the Earth Sciences. The functions and worth of each science are considered in historical and philosophical manner. Mathematics receives eight pages, physics, four pages. In similar manner the **Humanities** are treated. Linguistics, Literature, ancient and modern languages, history and the Fine Arts are taken up separately. As a third group **Economic Science** is discussed. Finally in the most helpful chapter of the book is presented the "Organization of Studies." Here the author is perfectly at home, and his Herbartian inclination appears to advantage in selection and correlation of studies. I shall use the book in class next year.

Eighty pages of appendixes follow the text. These contain much useful material. There are several tables classifying recommendations in the "Report of the Committee of Ten." There are several typical American high school courses of study, Boston, Chicago, New York, Springfield, Mass.; St. Louis. Types of curricula for secondary education in Germany, France, England and Sweden are also given. Courses of study of Manual training high schools and of schools of commerce are added .

"Munsey's Magazine," for November contains an article by Prof. Franklin H. Giddings, the Sociologist of Columbia University, which every teacher should read. Entitled "The Greatest Reformative Period in the History of the World," it carries a general subhead which suggests much of the contents, viz.: "Today as never before, the whole world of human life and thought and action is being remodeled by the new forces set at work by the progress of science and civilization." It is rare that a specialist of Prof. Giddings' reputation is willing to set forth his visions as unrestrictedly as is done in this brief article. Such utterances are most helpful to intelligent laymen, for they frankly give the views of a master, even though they deal with questions still beyond the limits of exact scientific determination. Prof. Giddings discusses: "A New Era in Religion," "The Reconstruction of Science," "The New Agriculture," "The Problem of Fixed Nitrogen," "The Farmer of Today," "The Betterment of Human Life," "A New Era in Business," "The Working Man of the Future," "Man himself is being remade. The static man, as the physicist would call him, is of the past. His days are numbered. The future belongs to the adaptable man, the man who can continue indefinitely to change to be whatever the conditions of his age and his land shall demand of him."

"The Atlantic Monthly," for November is the fiftieth anniversary number. It contains several articles most interesting to teachers. A series of retrospective articles is notable: **Literature,** by T. W. Higginson, **Science,** by Henry S. Prichett, **Art,** by H. W. Mabie, **Politics,** by Pres. Woodrow Wilson. Walter H. Page writes a strong plea for the teaching of the art of writing in our universities. "We regard the great writing of the past as the product of a sort of divine, unteachable gift, and the bad writing of the present as a poor utilitarian trade." Hence there is nothing for the University to do in the matter as they view the case. We are devoting our energies to acquision and are neglecting to train the faculties of expression.

"Harper's Monthly Magazine, for November is interesting to teachers of English, especially on account of an article by Prof. Lounsbury, on "Causes of Expletives," There are two chief causes; "The desire to impart clearness to expression," and "the desire to impart energy." Prepaid, post graduate, from whence, rise up, sit down, return back and many combinations with "up" are given as examples and justified by literary citations and appeals to our own feelings, though, logically inexcusable.

"The World Today," November, "Industrial Education in the United States," by O. M. Becker. "Everywhere it is evident that the demand for industrial education of the proper sort exists." The manual training schools which are largely devoted to literary subjects and to preparation for higher technical schools do not meet this need. Strangely enough nearly all purely technical schools in this country are of private foundation, while in Europe such schools are almost exclusively under government control. Even Nebraska should begin to move along the line of industrial work in our high schools.

The High School—III

H. K. Wolfe

Chapter VIII, The English Academies

Milton's idea of an academy; his curriculum.
How different from ideal of modern university?
Richard Frankland opens first academy in 1665.
Charles Morton, teacher of Defoe and Sam. Wesley.
University oath not to teach, explained.
Morton goes to Mass., and to Harvard.
Influence of Isaac Watts;—Locke, Newton.
Samuel Jones' academy at Gloucester attended by Joseph Butler (Analogy), and Thomas Secker.
Phillip Doddridge's academy at Northhampton, 1729.
Good example of dissenter's school of period.
Pupils poorly prepared; wide range of studies.
Trained ministers chiefly. Joseph Priestly.
Whitefield at Kingswood, succeeded by John Wesley.
Methodism's first and, long its only college.
Observe difference between Milton's great conception and the actual accomplishment in practice.

Chapter IX. Early American Academies

Co-operation among sects was necessary.
Franklin's proposals for a Philadelphia academy.
Organization, support, purpose, scope, curriculum.
Its growth to college, academy, etc., of Phila.
The four schools, Latin, English, Mathematics, Philsophy.
The four aims of the trustees.
Several Protestant sects represented on the Board.
Causes of failure of the English school.
Franklin's sketch of an English school.
The Moravian school of Nazareth Hall, 1759.

Phillips Academies at Andover and Exeter.

Judge Samuel Phillips founds Andover, 1778.
Provisions of charter (1780), trustees, endowment.
Cause of the Phillips family's interest.
Kind of men, education, times, wealth.
Objects of the founders.
How was the school at first related to colleges?
Religious restrictions upon trustees, students?
John Phillips, uncle of Samuel, founds Exeter, 1783.
Benjamin Abbott was principal for 50 years.
Daniel Webster, Edward Everett, Lewis Cass
In endowment, management, purpose, like Andover.
Before close of century all northeastern states had academies. Massachusetts and Connecticut well provided.
New York state has eight academies, but other schools were poor, and parts of the state are unprovided with good schools.
New Jersey and Pennsylvania have several academies.
Maryland has Washington Academy and the county schools, though latter are weak.
Virginia has a few academies and has approved Jefferson's scheme of public education.
Many of the southern states send their boys to Europe or to northern states for academic education.

Questions.

I. Why were academies established in England?

II. Describe requirements and curriculum of a typical English academy in the eighteenth century.

III. Outline the organization and aims of the Philadelphia College, Academy and Charitable School.

IV. Analyze the motives of the founders of the Philadelphia Academy, and the factors determining the character of the school.

V. Why were the Phillips Academies established?

VI. Ask your high school pupils to write out the name of their favorite study, and to arrange their other studies in the order of their preference. Does the result mean anything to you?

IN MEMORY

Sam D. Cox was born at Jacksonville, Illinois, October 3, 1859, and died December 29, 1906. In early life Mr. Cox came to Humboldt, Nebraska, with his father, and when about seventeen years of age entered the freshman class of the University. He graduated with the class of 1880, and engaged in teaching for a short time, but soon became associated with the Fitch brothers in newspaper work at Central City. He removed to Lincoln and reported for the Daily Journal, afterwards holding the position of city editor of that paper until 1885. He then engaged in real estate business for a time, and in 1888 in company with Messrs. Bushnell and Fairbrother, bought out the Daily Democrat and established the Daily Call. For seven years Sam Cox sacrificed himself for that paper. Hard times, however, doomed the venture to failure. Mr. Cox, broken in health, retired to a farm, which he had purchased some years before, in the North Platte valley. In 1890 he married Miss Laura S. Thompson, of Evansville, Indiana, who was peculiarly fitted to be his helpmate. For eleven years they resided on the frontier. Mr. Cox had regained his health and had won hosts of friends in the new country. He had at last succeeded financially and was beginning to reap some of the fruits of patience, industry and foresight. He had become a leader in his home community and as an "outgrowth of the feeling engendered by his square-toed and vigorous fight against a saloon license in his own town," he was murdered.

Mr. Cox was a many-sided man. Possessed of a college education he was, nevertheless, more of a self made man than many a one

claiming that title. Intellectually, one of the keenest minds ever impressed by this university he failed to obtain wider recognition only because of circumstances which forced him at once into bread winning when intellectual products in his environment were not marketable. Originally impracticable and lacking confidence he grew to be a careful business man with a remarkable grasp of details and with fertility of expedients in trying times. Circumstances forced him, against his will, to jump into the midst of both business and politics, and for seven years he fought a most unequal battle with sure defeat always in sight.

The inner nature of Mr. Cox was not concealed from friends. In school days he grasped essentials and made application of his information in superior manner. He posessed a philosophic mind with highly poetic temperament. I think his appreciation of of beauty, however expressed, was the most natural of any mind I have known. Illogical thinking was utterly impossible for him, and yet this too was a natural gift rather than a result either of training or of rigid experience. This trait prevented him from calmly accepting the world as it is. In college days he could not understand why professed causes did not produce visible effects. He liked to discuss world problems from personal standpoints, and might easily have become a power for greatest good in this city if the bread and butter question had not absorbed his vitality. His intuitive powers were supra-feminine. His insight into conditions, relations, and remedies, especially those of a social nature, often seemed marvelous. His sympathy with his kind was overpowering, and in his earlier life doubtless exceeded the bounds of prudent thrift. If applied-sociology had existed in the primitive western college, Mr. Cox would have found his life work at once, and he would have added luster to alma mater's name in the sociological world.

Sam Cox was not one of the men who have profited by the hard law of contest in society. True, he developed traits thereby that otherwise would have lain dormant, but he lost the opportunity to grow in higher ways that would have been a delight to him, and a blessing to his fellows. Society lost the superior service he was so naturally endowed to render, because he had not the leisure to perfect the mere technique of such service. Few finer grained minds have been among us; few more sensitive souls have been so cruelly deprived of their birthright —to be and to grow and to serve. Mr. Cox always was profoundly religious. The spirit of religion possessed him, but the body offered few attractions to a mind so direct. After his absorption into the little frontier community he formally united with the Presbyterian church. H. K. WOLFE.

History in Nebraska High Schools

3—TEXTS, EQUIPMENT AND TEACHERS

C. E. Persinger

1. European History Texts.—Under various influences, the use of text-books in high school work shifts so easily and so quickly that statistics of a year ago can furnish only an approximation of conditions this year. It is probable, nevertheless, that the main features of this summary still prevail.

Out of sixty four-year high schools, over half (32) reported the use of the Myers' texts in General or European history; six reported the use of the "Essentials" series; six the use of Sheldon, and the remaining sixteen scattered over West, Colby, Botsford, Barnes, Fisher, Morey and Adams. One reported Robinson's "Western Europe" in use for its Medieaval history class. Of the sixty, twenty reported the study of supplementary texts; but only four of these twenty were from among those making use of Myers.

Among the three year schools, the use of the Myers texts is still more universal; thirty-one out of forty reporting Myers alone, and the remainder divided equally between Colby, West, Sheldon, Barnes, and Fisher, with one "Essentials."

In English history, Coman and Kendall is most reported; Larned, Montgomery, and Morris dividing the remainder.

Of course these statistics refer to but sixty of the 100 four-year high schools of the state, and to but forty of the over 100 three-year schools. Conditions among the unreported remainder are merely conjectural.

2. **American History Texts.**—A much more even division of favor is apparent in the case of American than in that of European history texts. Of the sixty four-year schools, 17 report Channing, 12 Hart, 11 MacMaster, 4 Montgomery, and the remaining 16 scatter unevenly between McLaughlin, Caldwell, Sheldon, Thomas, Fiske, Macy, Larned, and Mace. About a dozen also report supplementary work in others than their chief text. This is especially true of those using Channing.

Among the three-year schools, there is almost an equal division between Channing, MacMaster, Montgomery, and Hart.

3. **School Libraries.**—The following table shows the number of library reference volumes in European history, American history, and civics (and all three together), found in the sixty four-year high schools of the state.

SUBJECT	None	1 to 5	5 to 10	10 to 25	25 to 50	50 to 100	100 to 200	100 to 500	Over 500
European	13	3	4	9	16	13	2	....	....
American	10	3	9	15	16	6	....	1	....
Civics	21	16	11	10	2	....	....	....	....
In all three	8	....	1	10	12	16	12	....	1

In addition, several of the schools report a resort to more or less well-equipped city libraries.

4. **Aids to Teaching.** Of the sixty four-year schools, 36 report the use of wall-maps or charts; 28 own one or more historical atlasses; 38 have the use of globes or relief maps. Fifteen of the 60 possess all three of these aids to teaching; 16 report none of them.

5. **Teachers of History.**—In this inquiry, no attempt was made to determine the preparation and qualifications of those who were teaching high school history. Inquiry was made, however, relative to the number of recitation hours per week carried by the history teacher, and as to what proportion of these were history alone. The results may be grouped under two headings:

(1) Schools in which history teacher teaches mainly history.

Total Recitations per week	47	35	30	30	30	30	25	23	15	13	Total
History Recitations per week	37	20	30	25	20	15	15	20	10	8	
Other Recitations per week	10	15	..	5	10	15	10	3	5	5	
No. of Schools	1	1	1	1	1	6	2	1	1	1	16

(2) Schools in which history teacher teaches mainly other branches.

Total Recitations per week	40	35	35	35	30	30	25	25	20	15	Total
History Recs. per week	15	15	10	5	10	05	10	5	5	5	No Report
Other Recs. per week	25	20	25	30	20	25	15	20	15	10	
No. of Schools	1	1	6	2	11	2	8	1	1	1	9 44

From these tabulations it appears very plain that in a majority of even the four-year schools (1) teachers of history make little pretension of being specialists, or even mainly interested in history, and (2) history teachers carry so large an amount of work as to prevent any attempt at improvement in historical knowledge during the regular school year. The few cases in which the history teacher carries a small number of hours are almost without exception where superintendents or principals have added the teaching of history to their duties as school executives or administrators.

ON ALGEBRA TEACHING

Ellery W. Davis

If the numbers of arithmetic are abstractions, those of algebra are abstractions of abstractions; nay, are often abstractions of abstractions of abstractions. It is no wonder that pupils, and even teachers, form habits of using the symbols in a mechanical, unthinking way, so many steps removed are these symbols from concrete experience. What can be done to clothe these abstractions with flesh and blood? How shall we make them live and move and have a being?

Perhaps a hint can be gotten from the history of algebra. Not always did the science possess the elaborate symbolism that

seems today to be its essence. Think of it; the time was when exponents were unknown, when letters had not been used to symbolize quantities, when signs there were not for addition, nor subtraction, nor multiplication, nor division, nor even for equality. The science was, in fact, in what Ball has called the rhetorical stage. Everything was expressed in words. Yet, in spite of this lack of symbols, many difficult problems, even some that involved quadratics, were solved.

Can we not then escape from some of the excessive formalism of algebra by putting the problems into ordinary every-day language and carrying thru the solution also in that language? Even when the symbols have been introduced, there should be constant translation into every-day language; never should the student be allowed to fall into that not only useless, but harmful process, a mere juggling with symbols.

For example, take the problem, "Mary is three times as old as John and twelve years ago she was five times as old as he. What are now their ages?" We have:

Mary's age is three times John's age.

$$m=3j$$

Mary's age less twelve is five times John's-age-less-twelve. From the second statement,

$$m-12=5\ (j-12)$$

Mary's age is twelve more than five times John's age less five times twelve.

$$m=12+5j-5\times 12$$

Therefore, comparing with the first statement:

Three times John's age is the same as five times John's age less four times twelve.

$$3j=5j-4\times 12$$

But the difference between five times and three times John's age is twice John's age.

$$5j-3j=2j$$

Therefore, there is no difference between twice John's age and four times twelve.

$$0=2j-4\times 12$$

Thus, John is twice twelve years old,

$$j=2\times 12$$

And Mary is six times twelve years old.

$$m=6\times 12$$

To make sure that we are right, notice that twelve years ago John was twelve years old

$$(j-12=12)$$

and Mary was five times twelve years old.

$$(m-12=5\times 12)$$

It is worth while to see also that had we, in both the statement and in the solution of the problem through its various stages, put any other number in place of twelve all would be correct. Call that new number k and the solution is $j=2k$, $m=6k$.

Practical algebra is the solution of problems by means of statements of equality. The core of the instruction should therefore be this work, at least a weekly exercise being given to it.

To help in visualizing the properties of the equation, the study of the balance has been found useful. The balance hangs true when there is the same weight in each pan. Whatever weight is added to either pan, the same must be added to the other if the balance is to remain true. If a weight hung from one arm of a balance, hanging true, be immersed in water, the loss of weight in water can be determined by seeing how much must be taken from the other arm to bring the balance true again.

Just here let me insist that the equality sign in mathematics shall never be put between aught save **equal quantities.** To write, as I have more than once seen it,

$$\left(\frac{x+2}{7}=3\right)=(x+2=21)$$

or even

$$\frac{x+2}{7}=3=x+2=21$$

is inaccurate and misleading. What should be written, and it is simpler as well as more accurate, is

$$\frac{x+2}{7}=3\ \therefore\ x+2=21$$

I find it very common among students to use the equality symbol to mean that the number to the right of it was somehow obtained from the number to the left of it.

Such blunders would, I am sure, be in great measure prevented if constant exercises in translation into every-day language were insisted upon.

The meaning is the thing; always the meaning.

SECONDARY SCHOOLS

A. A. Reed

The Committee on Accredited Schools has made the following additions to the list of schools accredited for the year 1907-8:

FOUR-YEAR SCHOOLS

Beaver City, Bloomington, and Syracuse.

THREE-YEAR SCHOOLS

Franklin and Spencer.

HIGH SCHOOL COURSE OF STUDY

The Principals and Superintendents' Association appointed a commission on Course of Study, to arrange for the preparation of a State Course of Study to include all grades of public school work. It consists of the Chancellor of the University of Nebraska, the State Superintendent of Public Instruction, the Principals of the State Normal Schools, the Inspector of Accredited Schools, the President of the State Teachers' Association, and the president of the Principals and Superintendents' Association.

The first official action of this Commission was to consider the Course of Study as prepared for the High School Manual. After one or two changes, the Course was approved as follows:

ONE-YEAR COURSE

First Semester	Periods	Second Semester	Periods
Algebra	5	Algebra	5
English and Bookkeeping	5	English	5
Physical Geography or Agriculture	5	Agriculture or Civics	5
Latin	5	Latin	5

Note.—Schools may offer an English course by substituting for Latin, Civics in the first semester and Inventional Geometry in the second semester.

TWO-YEAR COURSE

Grade Nine

First Semester	Periods	Second Semester	Periods
Algebra	5	Algebra	5
English and Bookkeeping	5	English	5
Physical Geography or Agriculture	5	Agriculture or Civics	5
Latin	5	Latin	5

Grade Ten

Plane Geometry	5	Plane Geometry	5
History of Greece	5	History of Rome	5
Botany 3, English 2	5	Botany 2, English 3	5
Caesar and Latin Comp.	5	Caesar and Latin Comp.	5

Note.—A school may carry the English course for Grade Nine, beginning Latin in Grade Ten.

THREE-YEAR COURSE

Grade Nine

First Semester	Periods	Second Semester	Periods
Algebra	5	Algebra	5
English and Bookkeeping	5	English	5
Physical Geography or Agriculture	5	Agriculture or Civics	5
Latin	5	Latin	5

Grade Ten

Plane Geometry	5	Plane Geometry	5
History of Greece	5	History of Rome	5
Botany 3, English 2	5	Botany 2, English 3	5
Caesar and Latin Comp.	5	Caesar and Latin Comp.	5

Grade Eleven

Algebra	5	Solid Geometry	5
Cicero and Latin Comp.	5	Cicero and Latin Comp.	5
German	5	German	5
Physics	5	Physics	5
American History and Civics	5	American History and Civics	5
English	5	English	5

Note.—School authorities will select four subjects.

Note.—A school may carry the English course for Grade Nine, beginning Latin in Grade Ten.

FOUR-YEAR COURSE

Grade Nine

First Semester	Periods	Second Semester	Periods
Algebra	5	Algebra	5
English and Bookkeeping	5	English	5
Physical Geography or Agriculture	5	Agriculture or Civics	5
Latin	5	Latin	5

Grade Ten

Plane Geometry	5	Plane Geometry	5
History of Greece	5	History of Rome	5
Botany 3, English 2	5	Botany 2, English 3	5
Caesar and Latin Comp.	5	Caesar and Latin Comp.	5

Grade Eleven

Algebra	5	Solid Geometry	5
Cicero and Latin Comp.	5	Cicero and Latin Comp.	5
German	5	German	5
Physics	5	Physics	5
Medieval History	5	Modern History	5
English	5	English	5
Elective	5	Review of Arithmetic and Geography	5

Note.—School authorities will select four subjects.

Grade Twelve

Virgil	5	Virgil	5
German	5	German	5
Chemistry 2, Eng. 3	5	Chemistry 3, English 2	5
Amer. Hist and Civ.	5	American History and Civics	5
Review Grammar and Reading	5	Elective	5
Elective	5		

Note.—School authorities will select four subjects.

Note.—Latin may begin in Grade Ten.

Subjects which may be offered as elective in Grades Eleven and Twelve, for which credit is given by the Universities, Colleges, and Normal Schools, are: Astronomy, 1; Geology, 1; Physiology, 1; Political Economy, 1; Normal Training, 1; Trigonometry, 1; Zoology, 1 or 2.

WASTE IN EDUCATION

G. W. A. Luckey

One never knows himself so well as when he is permitted to see himself through others' eyes, so in teaching one never appreciates so keenly the faults of his system until he sees them worked out in comparison with truer principles under the same and different environments. Even then the truth is not always apparent. The traveler is frequently unable to appreciate the situation and returns with his faults and preconceived notions more firmly fixed. He represents those who "Having eyes see not and ears hear not" the truth that is everywhere waiting for use.

My short stay in Europe convinced me of many weaknesses in our own system of education which can be and ought to be modified. Many European countries are distancing us in education, though under far inferior environments. This is especially true of Germany. Though I had given much attention to the German school system before my visit to that country, I was surprised at nearly every turn with the thrift, contentment, energy, and uniform efficiency of the people. This is the more remarkable when we think of the density of the population—an average of 250 to the square mile—and the lack of fertility of the soil. Nebraska can boast of the least illiteracy of any State of the union—2.3 per cent—which is less than one-third of the average of the northern states, but Germany has less than one-tenth of one per cent taken by methods much more accurate. The average attendance in the schools of Nebraska under our best conditions is between sixty and seventy per cent of the number registered—which is high compared with the results in other states—in Germany it is over ninety-nine per cent. I was surprised to find how rapidly the Germans are gaining on us in industrial and commercial pursuits. Germany has doubled her sales of machinery and tools to the United States in the past five years, while during the same period the sales of the United States to Germany, in the same lines, have been only one-third of what they were the preceding five years, and in many other directions the comparison is as surprising. The reasons for these differences must be attributed largely to the school systems.

I realize how unsatisfactory any criticism, either good or bad, may prove to one who has not a clear conception of the thing criticised, and the limits of this article will not permit me to give, even briefly, the plan of organization and administration of the German school system. Suffice it to say that from the standpoint of the State, the administration of elementary and secondary education is highly centralized, being autocratic and authoritative, while from the standpoint of the University, higher education is localized, free, democratic. There is a national board, a State board, a county board, a district board, and a local board all with clearly delegated powers and each subject to the one above. The University is much freer both in its teaching and in its management than our own. The Rector (Chancellor) is chosen by the professors—usually from among their number—and confirmed by the reigning sovereign or the minister of education. Chairs are also filled on the nomination of the professors. Students are likewise freer in their movements than with us.

In my frequent visits to the Gymnasiums I was especially impressed with the seriousness, punctuality, regularity, readiness, and uniformly good behavior of the students, the thoroughness and uniformly high quality of the teaching. Watching a class of twenty-five boys, ages fifteen and sixteen, in a lesson on logarithms where for forty-five minutes not an eye wavered from the thought in hand, I could but wish for the duplication of such teaching elsewhere. How different

from the instruction one ordinarily sees where the teacher talks on for thirty or more minutes in a rambling way while probably one-half to three-fourths of her class are paying no attention to what she says. Such waste is cruel and very damaging to a civilization, but it will continue until we realize the seriousness of the situation and require of our teachers an academic and professional preparation commensurate with the importance of the problem. No one can teach what he does not know; neither can anyone teach all that he knows. No one should be called to teach a subject that he has not studied sufficiently under the best of masters. Edison is a great scientist, but he is hardly the proper man to direct a modern university department of physics. The Germans have met this condition by requiring of their secondary teachers an academic training equivalent to seven years beyond our high school and an addition of two years of special professional training, after which the teacher is given freedom of action and of teaching that is most commendable.

Another feature of the school work which the Germans are meeting much more intelligently than we, is the direction of the pupil's study or preparation of his lessons. But few students know how to study. The amount of time wasted on this account is very great and the dissolute habits of work thus formed are often sufficient to change the otherwise bright student into a mediocre one. The German student is required to do little or no home study. All his work is prepared under the immediate direction and guidance of the teacher. He is thus enabled to do much more work in a given time and at the expense of far less energy. Besides the habits of industry and economy thus established will be of immense value to him throughout life. There is now an experiment being tried in many of the German schools of having all the home study limited to one hour, to be given either between five and six or six and seven P. M. All children to return to their respective schools for that hour to study under the direction of their teachers.

Another waste which I should like to mention is that of instruction in methods and cadet teaching which is often presented in the name of pedagogy at summer schools and institutes, wherein a class of adults are made to play that they are children receiving their first lessons in reading, mathematics, history, etc. Such lessons are never given by anyone who has made a serious study of education, and why any teacher should waste time with such nonsense is difficult to understand. Quite different is the problem when real children are used to illustrate a principle in teaching that measures up to their capacity. In observing quite a number of lessons in practice-teaching in the pedagogical seminar of the German Gymnasium everyone was real and serious. Both the teacher and taught were learning and the observers benefited.

Nebraska has made wonderful strides forward in the last ten years, and just now she is in the midst of movements fraught with very great danger as well as loaded with unusual possibilities. I believe in the sanity of our people, in the good sense and intelligence of our leaders. If we all act together, putting forth our best thought and judgment we will solve the problems without difficulty in a way that will redound to the honor of our State.

Athletics At Nebraska--Football

R. G. Clapp

The early season prediction that Nebraska possessed the material to develop an excellent team for the old-fashioned game has been fully realized and moreover, in the last two games, the team has demonstrated that it has mastered the forward pass and the on-side kick—the two essential factors on offensive play under the new rules. The defensive play was well developed early in the season, except the defense for the forward pass, which was woefully weak in the Ames game. The offensive play in straight old-fashioned football was also de-

veloped early, but the forward pass was not mastered satisfactorily until the Kansas and Denver games, where it was used with as deadly effect as Ames used it against Nebraska on November 2. Could Coach Cole have had his present knowledge of the qualifications of the various members of the football squad at the beginning of the season, it is very likely that Nebraska might have had the long end of the score in every game on the schedule. Everyone who has watched the progress of the team from week to week realizes that, barring future accidents, Nebraska will put against St. Louis on Turkey Day the strongest and best-balanced team that has represented her for many years.

Probably the '07 team encountered the four hardest consecutive games ever scheduled for a Cornhusker eleven—in the Minnesota, Colorado, Ames, and Kansas games, and covered itself with glory by the remarkable record made.

Colorado Game

The enthusiastic Cornhusker supporter who looked for a walk-away for Nebraska in the Colorado game, had not reckoned on the great speed, strength and versatility of the Mountaineers, and after the game all freely admitted that Dame Fortune was extremely kind to Nebraska to allow the semaphore to register 22 points for Nebraska against 6 points for her opponents.

Ames Game.

Never in the fifteen odd years that football has been played at the University has a closer or more thrilling game been played than the Ames game on November 2; in fact, it is doubtful if a more heart-breaking contest was ever played anywhere than this game in which Nebraska drew the long end of the score by a single point. During the initial half the Cornhuskers outplayed their opponents to a slight degree, but the stubborn defense of the Ames team kept Nebraska from crossing their goal line but could not prevent the Cornhuskers from working the ball close enough for Captain Weller to score 4 points with his trusty boot. At the end of the first half the Nebraska rooters looked for a larger score for the Scarlet and Cream, and confidently expected that Ames would be held safe at all points as in the first half. The farmers, however, fairly took their breath away by the manner in which they rushed the ball down the field on forward passes. Six times Ames rushed the ball within striking distance of the Nebraska goal only to be held by the Nebraska line and forced to try for place or drop kicks. Finally on the sixth attempt, Ames scored a field-goal and tied the score. After several desperate attempts, Ames succeeded in pushing the ball across the goal-line for the first touchdown of the season against Nebraska. Ames failed to kick goal and the score stood 9 to 5 in their favor. On the following kickoff the Ames fullback caught the ball just inside of the goal-line, and very considerately stepped back over the line and touched the ball down, thereby scoring a safety and two points for Nebraska. This seemed suddenly to awaken the dormant Cornhuskers to a realization that they still had a chance to win. Never has a Nebraska eleven played more desperate football than the team displayed in the next three or four minutes, but Ames finally braced and held the Cornhuskers. As a last hope, Captain Weller was once more called upon for a goal from the field at a difficult angle, and bedlam broke loose among the 3,000 Nebraska rooters when the ball sailed over the cross bar—once more putting Nebraska in the lead. During the remaining three or four minutes of the game Ames kept the ball in Nebraska's territory. When the final whistle blew every Nebraska supporter heaved a great sigh of relief and "shook hands with himself" that Nebraska was finally triumphant in a contest which was uncertain even to the last few seconds of play.

Kansas Game.

While the score of 16 to 6 did not represent the difference in the ability of the Nebraska and Kansas teams, yet it was a decided victory and appeared to be received with great satisfaction by all Nebraska supporters. Nebraska's superiority was evident in every department of the play, but especially in her ability to work successfully the forward pass and on-side kick. As usual, Captain Weller played an

important part in Nebraska's success by his punting and goal kicking. Kansas' only score came as the result of a punt, fumbled by Cooke behind the Nebraska goal-line.

Denver Game

The large score of the Denver game might indicate that the Denver team was extremely weak, when in reality Nebraska's strength was the real cause for the very one-sided contest. If the team continues to develop in the next ten days as it has in those just passed, the team cannot fail to win from St. Louis on Thanksgiving Day by a good sized score.

(Cross-Country)

Sixteen contestants took part in the try-outs on November 11. The leading contestants finished in the following order: C. L. Alden (captain), H. O. Baumann, Lloyd Davis, Falloon, Trump, F. E. Smith, and E. E. White. As Falloon and Trump are freshmen and not eligible for the team, Smith and White will represent Nebraska at Chicago on November 23. Captain Alden's time, 27 minutes 57 seconds for the five-mile course, was good, considering the weather conditions, and all seven men were fairly well bunched at the finish. The team is not as strong as last year's representatives and should the other teams prove to be as strong as reported, it is not probable that our team will be sufficiently strong to make the Cross-Country Cup Nebraska's permanent property, which would happen should the team win first place. However, the Nebraska representatives will run a game race and will be beaten only by teams much superior in ability.

VIEW OF THE CAMPUS OF THE UNIVERSITY OF NEBRASKA
As Seen from the New Temple Building.

N27u Ju

The University Journal

Devoted to the Interests of the University and of Secondary Education in the State of Nebraska.

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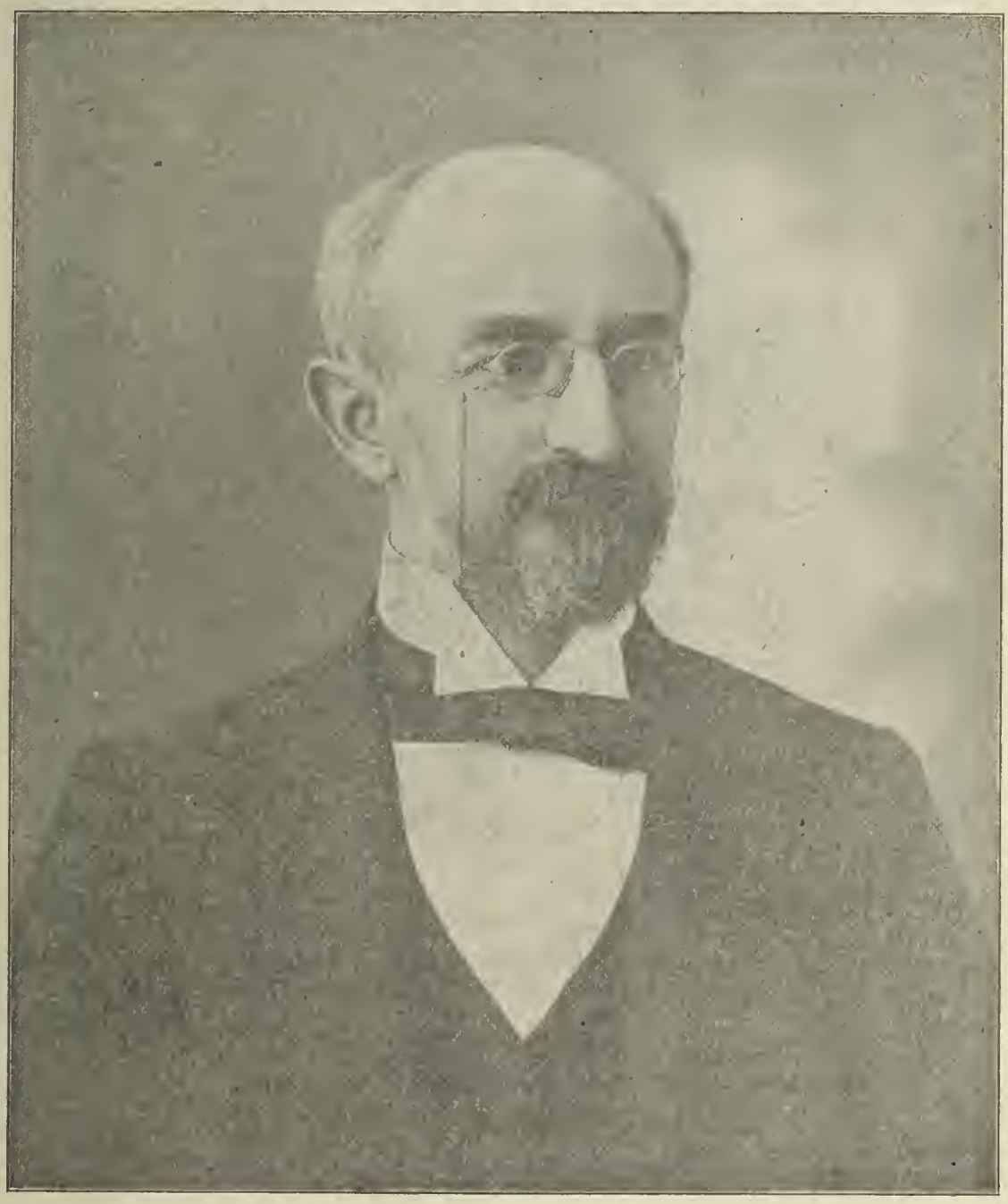
Vol. IV. LINCOLN, NEBRASKA, JANUARY, 1908. No. 4.



LUCIUS ADELNO SHERMAN, Ph. D. (Yale)
Professor of the English Language and Literature

LIBRARY OF THE UNIVERSITY OF ILLINOIS

Dr. Lucius Adelno Sherman

Dr. Lucius A. Sherman, one of the best known and most distinguished among the members of the faculty of the University of Nebraska, has occupied the position of head of the department of English literature since 1882. During this period he has borne active part in the growth of the University, and has contributed more than one man's share, in widening the circle of its usefulness and influence. Within the departments of English and English literature, he has seen the staff of instructors increase from one member to eight or nine, as the number of students in the work increased from some dozens to as many hundreds. He has seen the University itself expand from a small institution, housed in a single building, to its present size and complexity.

Dr. Sherman received his early education at East Greenwich Seminary, Rhode Island, and at Phillips Academy at Andover. He took his A. B. degree at Yale, with Phi Beta Kappa honors, in 1871, and his Ph. D. degree, in Greek and Sanskrit, in 1875, studying for the latter under the noted scholar W. D. Whitney. From 1873 to 1882 he was instructor in Greek at the Hopkins Preparatory School in New Haven. Thence he came to the University of Nebraska, succeeding Prof. G. E. Woodberry as head of the work in English literature and the English language. From 1891 to 1901, Dr. Sherman served as Dean of the College of Literature, Science, and the Arts; and from 1901 onward he has served as Dean of the Graduate School.

Dr. Sherman has always ranked as one of the deepest and most original thinkers among the University faculty; and he has had extremely strong influence on students who have taken work with him. His special field of interest is the esthetics of literature and borderland between literature and metaphysics. As proof of his influence as a teacher might be mentioned four or five text-books by former students which owe some part, or the whole, of their trend to the stimulus of his ideas about the teaching of literature and composition. Dr. Sherman has been active both as an author and as an editor. For the past year or two he has been at work on a text-book for secondary schools which is to be issued very shortly. A partial list of his writings is appended:

Partial List of Dr. Sherman's Writings

Translator of:—

Tegner's "Frithiof's Saga," 1877.

Author of:—

"Analytics of Literature," 1893.

"Chapters on the Elements of Literature," 1896-1900.

"What Is Shakespeare?" 1902.

Editor of:—

Shakespeare's "Macbeth," 1900.

Tennyson's "The Princess," 1900.

Shakespeare's "Hamlet," 1903.

From numerous contributions to periodical literature, the following may be mentioned:

Some Observations Upon the Sentence-Length in English Prose.
University Studies, Vol. I. number 2.

On Certain Facts and Principles in the Development of Form in Literature.
University Studies, Vol. I, number 4.

Specialized Teaching of Literature.
Poet Lore, Vol. VI, number 8.

Shakespeare's First Principles of Art.
Publications of the Modern Language Association of America, Vol X.

Increase in state aid to public schools is one of the most significant features in school progress. It results from no agitation of the question, and is, indeed for the most part unnoticed. It appears in spots from diverse conditions, but it is spreading over the whole country. It is not a theoretical question of educational or administrative policy. It just goes on settling itself by shifting the growing load from local community to state. In Nebraska certain unrelated circumstances have retarded the movement, but Nebraska will travel rapidly when she gets ready. Texas divides each year nearly five million dollars of state funds among the public schools. At present Nebraska contributes yearly less than half a million.

Information Versus Method in Education

Fred Morrow Fling

A careful examination of our educational practice would show, I believe, that much of it has the character of uncorrelated locomotion on all fours, a blind groping, varied by a backward movement *(a reculons)*, now and then, necessitated by the closed end of a blind alley In its effort to find a way through, this crude practice encounters many objects, feels of them curiously, and even accumulates its pile of facts with ant-like industry. Its philosophy of life antedates the beginning of Greek philosophy, and its theory of education has not yet advanced far enough to understand and appropriate the contribution to method of the great Athenian Socrates. For the great mass of teachers, the "Socratic method" is still only a phrase.

Such teaching never has pointed the way in life and never can. It has always followed blindly after the fact, has been quite dumbfounded when it has encountered it, and has formulated its wisdom concerning the fact when such wisdom has become a platitude. Burdened by outworn theories of life, performing its work haphazard and piecemeal, our educational practice has never possessed sufficient grasp of the whole problem of education or sufficient knowledge of recent philosophy and logic to render it an intelligent follower. The vanguard of living teachers and thinkers is over thousands of years in advance of the hundreds of thousands of apprentices, brief sojourners in the work, who hardly remain long enough in charge of the flock to discover the well-worn path over the hill. The tremendous waste of energy—the bulk of the effort devoted with each generation to simply maintaining ground, fighting resurgent barbarism, the marking of time in teaching, wriggling, mistaken for forward march—these things and many more long ago convinced the thoughtful teacher of the deadly insolubility of the educational problem from the point of view of the intelligent initiative of the many. Is it possible to make them see the light, and work intelligently?

Socrates knew, centuries ago, and many philosophers have known since Socrates, that the end of education must be and is something more than the gathering and dispensing of information The larger part of Socrates' life was passed in making enemies by puncturing that very bubble, in convincing the "well-informed man" that he was in reality an ignoramus. From an intelligent reading of what Xenophon and Plato have written about the methods of Socrates, it is evident that to Socrates the educated man is the man who possesses a trained intellect and a knowledge of the processes by which the true is distinguished from the false in the great mass of details that make up the baggage called "information." That light has been burning steadily on the educational horizon for twenty-five hundred years, and the many have not yet discovered it. Unconsciously, however, we are beginning to walk in the footsteps of Socrates. We may have more methods and more exact methods of distinguishing the true from the false, but it is only a matter of application.

The Socratic theory has been reformulated in recent years in terms that the twentieth century can understand. This reformulation is found in a series of letters written in 1901, by Professor Lanson, of the University of Paris, in the course of an exhaustive criticism of modern educational methods and especially of the French system of education. *In a significant passage he describes what the aims of secondary education must be. "Now it is necessary to prove that what we need today is minds scientifically trained. Let us understand by this word (scientifically) that sounds so ambitious, minds that have the taste or the sense for the true, that carry into all their actions a serious desire for clear and exact knowledge, that are conscious of the difficulties and dangers that one encounters in the pursuit of or in the elaboration of truth, the distrusting everybody, themselves as well as others, take

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* Gustave Lanson. *L'universite et la societe modern.* Paris, 1902. P. 97.

all the precautions indicated in each case in order to deceive themselves or to be deceived: these precautions are what we call methods. *The methodical search for truth,* there, in a word, is what the scientific spirit means, and to make it dominate in secondary education is to subordinate all studies to the idea that their common end, their convergent direction, ought to be to fashion minds that all their lives, in all things, will know how to practice the methodical search for truth" . . . "In every study and exercise, the aim of the master ought to be to develop in the minds of his pupils the sense and the taste for truth, to cause them to note how in each subject the truth is found or missed, to put them, finally, in possession of a certain method or discipline appropriate to a certain object. It is not a matter of having them learn a large number of laws or facts, but, by well chosen examples, to learn what a mathematical truth is and how it is elaborated; likewise, a chemical truth, an astronomical truth, a physiological truth and a historical truth. How does each of these truths of different orders come into existence? By what means does it separate itself from other truths? What are the signs by which we recognize it as truth? There is the knowledge that ought to be the principal result of their studies. The young people ought to leave the high school having learned well what the principal methods are by which human knowledge is formed and to what objects, for what results, each method is applied. They ought, on leaving school, to be trained to do nothing without method, without a method chosen with discernment, according to the object to be known or the end to be pursued."

That is the application to pedagogy of the best recent thought in philosophy and logic. Now the interesting thing is, that in this country, where the mass of the teachers would reject the theory, the teachers of natural science are doing the very thing that the theory demands, namely, *teaching methods or processes by which we can get at the truth or test what is supposed to be the truth in natural science,* and giving along with these processes but a modicum of information. The *information* gained in a laboratory course is not sufficient to justify the time given to the course. But it is not necessary to justify it on any such ground. M. Lanson has given the theory of which this natural science laboratory work is the application. It only remains to become conscious of what we are doing, to extend the same method to all other studies and, lo! a great revolution has been wrought in education—the greatest in the history of pedagogy.

Perhaps no subject would be more transformed in its teaching by the introduction of the study of proof than history. The pedagogy of history teaching is still a relic of the dark ages. The logic of history, historical proof, these are sealed books to the majority of history teachers. How can they hope to teach history when they are not aware of the logical differences between historical knowledge and natural science knowledge? How can they teach historical proof, how can they tell historical fact from fiction when the only process of investigation that they are acquainted with—if they are acquainted with that—is the natural science method of experiment and generalization? It is not my purpose to deal either with the classification of the sciences or to describe the process of historical proof. Both of these things form a part of the preparation of the teacher of history. My purpose is to call attention to the change in pedagogy that is taking place in our educational world, a change that seemingly is stealing in like a thief in the night.

1. For the distinction between natural science and history, see Muensterbery, H. Psychology and Life, Boston, 1899, Chap V; Fling, F. M. Historical Synthesis, (American Historical Review) Oct., 1903, and Hughes, P. The Concept Action in History and the Natural Sciences, New York, 1905. For the process of historical proof, see Langlois and Seignobos, Introduction to the Study of History, New York, 1898 or Fling, F. M. Outline of Historical Method, Lincoln, 1899.

W. C. Bagley spoke at the high school conference which met at the University of Illinois last month. The conference considered especially the questions of English, Social Science, Mathematics, Geography, Science and Art.

More than half of the students attending Swiss Universities are foreigners. Russians greatly predominate and more than half of the Russians are women.

The bill introduced in our House of Representatives last year by Hon. Charles R. Davis of Minnesota for government support for technical secondary education in Agriculture, Mechanical Arts, and Home Economics will probably be again offered this winter.

English Language in High School and College

Louise Pound

Should the historical study of the English language, including some account of Old English, or the language in its pre-Norman period, be made part of the work in the curriculum of the average high school? An article in the last volume of the Teachers College Record, Columbia University, "Historical English Grammar in the High School," by M. S. Coan, instuctor in the Normal College, New York, answers this question in the affirmative. From time to time many have advocated the teaching in the high school, or even in the grades, of what they like to call, not plain grammar, but an "introduction to the science of language," and a number of text-books have appeared for use in such courses, dealing in an elementary way with etymology and related subjects. Of late, however, a few teachers, extreme enthusiasts, like the author of the article cited, have begun to demand a specific course in historical English grammar for the high school. As outlined by the writer in the Teachers College Record, such a course should include the following:—an introductory account of the various families of languages, locating English definitely in relation to other languages, and fixing it in the mind as one of a group of languages having certain characteristics; a clear idea of the history of England and of the relation of the history of the language to the history of the nation; some treatment of phonology; and an historical account of English inflections.

Many new subjects have been introduced of late into the high school, until the energies of the latter are already pretty well diffused; hence it may be in place to summarize the reasons assigned in the article in question for the introduction of still another new course. Chief among them are these:—(1) The method of treating English grammar in the traditional terms of Latin or Greek grammar should be given up, and the true historical treatment substituted; (2) The study of English literature must be based on the study of the English language, and will have a broader significance when taken up in the light which historical English grammar will bring to it; (3) The study of historical English grammar will promote better understanding and appreciation of current spoken English; (4) Grammar as a logical study is of great value in helping to develop the reasoning powers. It is further argued that the historical study of English is well adapted to students of high school age, and would correlate excellently with their other subjects of study.

Many of the foregoing affirmations seem open to considerable question. Historical study of the mother tongue deserves place in the graduate school and in the college; but that it deserves place in the high school also seems far from certain. If, as some would have it, the purpose of such a course should be to serve as an introduction to the science of language, the value of it would be extremely doubtful. It could hardly be given adequately in a high school; the students could not go far enough to justify its institution. But even if they could do so, has not a teacher who demands such a course a mistaken conception of the possibilities and the value of historical study of language for young students? When students are of secondary school age, it would seem that their attitude should be primarily that of the acquirer, the student, rather than that of the scientist. Even in the college, it is doubtful whether, in most subjects, it profits, on the whole, to force the attitude of the systematizer, the specialist, before the last years of college work. The serious study of language for its own sake, in the scientific spirit, is best postponed, for the majority of students, until late in the college course, or until the graduate school. It may be foreshadowed earlier in special courses, but, with less profit, be made the subject of detached and particular study.

Nor would most teachers and scholars of Old English, however enthusiastic with regard to their subject, recommend the substitution of Old English in the curriculum of the high school for the study of Latin or Greek. The "discipline" afforded is urged as a strong reason for introducing Old English into the high school; but surely the main value of the study is cultural, not disciplinary. The more intricate and highly systematized ancient languages afford more exact discipline to any student than would be true for Old English, whatever, for the latter subject, be the manner of approach; the structure of the language is too simple, the vocabulary too limited, the literature, though interesting and significant, too restricted. A sounder idea of grammar in the abstract, probably even of English grammar in particular, would be acquired by preliminary study of one of the ancient languages than by preliminary study of Old English alone. Few teachers of a modern language would be pleased to find students coming to the study of that language without some knowledge of the grammar of one of the classical languages as a background. The desirability of system, completeness, in the knowledge of English itself is also urged in favor of introducing the historical study of the mother tongue at some point in the lower curriculum. But is this system, this completeness of knowledge, essential for the student of high school age? Does it not belong rather to the province of the special scholar of the mother tongue, the one equipping himself to teach? That seems in place for the curriculum of the high school, which best holds the attention, kindles the imagination, and at the same time affords exactest training. That which equips the special student or the teacher should be postponed until a maturer period.

On the other hand, there is distinct place for the historical study of English in the college, as well as in the graduate school; and many of the points quoted earlier, for the introduction of the study into the high school, may better be urged in behalf of its introduction here. The historical study of English has immediate cultural bearing on the use and the teaching of English, and on the widening of the mental horizon. Because of the recognition of this, Old English has been introduced more and more widely, of late years, into the undergraduate courses; and it is being demanded more and more of those who expect to teach English literature or the English language. For the ordinary undergraduate, the study, in some detail, of his own language, of English sounds and their history, of English spelling and its history, of points of English pronunciation, of the native and the loan elements in the English vocabulary, of English syntax, of the surviving elements of inflection; —all this is surely specifically practical and cultural for the intelligent mastery or use of the mother tongue; all this belongs to the province of any serious student of the language. To the graduate student, who wishes to "know" his subject to the last detail, the study of the language from beginning to end, in its various periods, is indispensable; he needs the subject for his own purpose, in his own way; but the undergraduate also will find it of definite and immediate usefulness.

Much more might be said in this connection, were full discussion especially needed or in place. For the student of English literature a certain knowledge of the older linguistic forms and literary monuments of the language is absolutely essential, for the full appreciation of the style of the greatest English writers, whether of verse or prose. For the student of English history, the reading of older English texts and acquaintance with the older race life reflected therein, vitalizes his knowledge of the earlier periods to a degree well worth while. He is given a good grasp of details, and carries away definite ideas with regard to the development of the national civilization. A surprising number of students seem to have but vague ideas of English life or English history before Shakespeare; still vaguer are their ideas for the period before Chaucer. The student of the older language monuments has a historical perspective, as concerns the national life and literature, many centuries beyond that of his fellows.

The chief value, however, of the historical study of English, for the average mature

student, is that he wins therefrom a clearer idea of the nature of language in general, as something constantly shifting and developing, not fixed for all time by rule or precept. If he is encouraged to exercise his powers of observation and analysis, in the light of the language history, on the speech-material about him, to apply some of the principles of phonology to current vernacular usage, he emerges more sensitive to and more exact concerning linguistic phenomena in general; and he is better able to analyze and pass judgment on the linguistic facts which he observes.

Facility in reading and understanding elder English and in acquiring a knowledge of the main lines of language history, of English spelling, sounds, vocabulary, syntax, inflections, may be obtained with much less effort than is currently believed, and contributes much more directly to interest in and a proper understanding and use of everyday speech than is currently believed. To bring the greatest returns, however, a course in the history of English should not be cut short for time; knowledge of the subject is to be reached by no brief or superficial road; and it demands fairly mature minds. Its proper place then is the college or the university, not the high school; for, in the latter, study of it could hardly be carried far enough, or taken up in the most valuable way. Assuredly it should not, as advocated of late by certain enthusiasts, supplant the ancient languages, which afford so exact and systematized study, in the curriculum of the high school. Rather it is a study which should come later, and serve other than primarily disciplinary purposes.

Denver has taken a strong stand against high school fraternities. "The Board of Education is of the opinion that, because of the immaturity of the students, such atrocities in the Denver high schools produce unnatural class distinctions in social intercourse in the student body, and introduce undesirable school politics and factional contests in athletics and other school activities, which bring incalculable harm to the unity and good fellowship of the students" "The Board of Education encourages athletics, gymnastics, literary societies, general school gatherings, and in order to secure the greatest welfare of all it has adopted resolutions * * * * * * against the fraternities."

A PALLADIAN FESTIVAL

On Friday evening, November 8, the Palladian society took fitting leave of the old main building, where it has made its home for thirty-six years, and began a new era in its elegant quarters in the Temple. The event was especially enjoyable, as it was made the occasion for a reunion of old Palladians. Almost as many old Pals as new ones sat down at the banquet table in the original Palladian hall; letters were received from as many others living at a distance, and many attended the reception in the new hall. This was held from four o'clock till six. The beautiful new hall, and the elegant furnishings purchased by the society were much admired. Old Palladians wandered about as in a dream, looking at the pictures on the walls—the only old home relics brought to the new place. Music was furnished by an orchestra, and refreshments were served by Palladian girls.

After 7 o'clock the company went to the banquet hall in the main building. A menu of five courses was thoroughly enjoyed. Between courses the Pal boys' quartette entertained the feasters. Professor Fossler as toastmaster was inimitable, as always, and the responses were full of enthusiasm and Palladian spirit. These were made by Mrs. A. W. Field, T. F. A. Williams, Mrs. Minnie Moore Stuff, Miss Cora O'Connell and Le Grande Cherry. Letters of congratulation from absent Palladians were read by Miss Flora Bullock.

Then to the strains of the Palladian anthem, "John Jones," the Pals departed across the campus and into the new Palladian hall. Here a short program was given with Lucian Marsh in the chair. Prof. Caldwell, Geneva Bullock and J. U. Tingley, president of the society, were the speakers. W. O. Jones was represented by letter.

The whole celebration was carried out with characteristic Palladian spirit and good feeling. It was felt by all that the transplanting had been successfully accomplished and another Friday evening marked with a memorable milestone.

The University Journal

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THE SCHOOL LIFE

The vital principle of the school is the teacher. No teacher can support life on accumulated food supply. What additional supply of energy have you gathered during the past year? Are you growing in knowledge and in power? The chief sources of supply in our profession are professional study, which includes the experience of the race in dealing with children, and specialization in intellectual effort. The former has been referred to often in these pages.

The text-books for secondary schools have so much similarity that few contain points of personal interest to the well prepared teacher. As a consequence, the only feature of newness in the life of the teacher is the variety in pupil personality. Perhaps no other element of the teacher's environment is so stimulating as these minds. Nevertheless, few teachers have sufficient philosophic insight to deduce from this material any valuable constructive principles, hence, though stimulating, it is not sufficient for building up live tissue in the teacher's own personality.

Along with interest aroused by pupils must be some means, more simple, of furnishing the eager teacher with material for her own further intellectual growth. Her own favorite study alone can give the opportunity. It is not now a question of cramming more facts, but it becomes a living interest in what the best minds of the world are trying to do, right now, in that same specialty. Text-books are not the place to learn these facts. Some little independent investigation is necessary and much effort to follow the work of the leaders is required.

No teacher can inspire even high school pupils long, who does not keep in touch with the real sources of life in the subject under her charge. Latin is not dead to one who knows the questions now under investigation by great Latinists. Botany is dead to the mere learner of a text-book, or even to the mere classifier of flowers. Jump into the midst of things, and find out what the great minds are doing with the body you are trying to vivify.

The late session of the State Teachers' Association was in all respects a great meeting. President Waterhouse and his associates on the executive committee deserve highest commendation for their good judgment, and their energy in realizing so nearly their conceptions of what this annual meeting should be.

Chancellor Andrews was very appropriately tendered the presidency for next year. Members of the Association may be certain that the whole University appreciates the state's regard for our chancellor and will support his own strenuous efforts most earnestly.

The organization of a state high school league is just about the most feasible of several proposed lines of development. Professor Fogg will give time and energy sufficient to insure most excellent results if the school people will lend local support. Much of the benefit arising from debating may be secured, even in small schools, and in individual classes in larger schools, without organization; by encouraging pupils to marshal the evidence in favor of their answers in the class room; by instituting weekly class contests in connection with one or two studies; and by careful examination of the evidence upon which text-book generalizations rest. However, a state organization is needed to secure the best results, and, indeed, to furnish the inspiration for smaller schools and inexperienced teachers to strive at all.

BOOKS & PERIODICALS

Contents of "The School Review," for December:

A General View of German Pedagogy for the Benefit of Foreigners, by William Muench.

Recent Books in American History, by Webster Cook.

The development of Secondary Education in Scotland, by John Strong.

Aesthetic Appreciation of Literature in Secondary Education, by M. Catherine Mahy.

The Corporate Life of School, by J. J. Findlay.

Some Recent Changes in Point of View in the Study and Teaching of the Ancient Languages, by C. L. Meader.

Discussion, by Colyer Meriweather in favor of dropping Latin from the course of study.

Editorial Notes on the Pedagogical Revival in Colleges.

Book Reviews.

Contents of the "Educational Review" for December:

An experiment in the Teaching of Ethics.
The Withered Heart of the Schools.
The South.
The Teaching of Mathematics.
The Systematic Training of Feeling.
Industrial Education and Culture.

Educational Tendencies in State Universities, by Chas. R. Van Hise, President University of Wisconsin.

Petrified Methods in the Teaching of Latin.

According to "The Bookman," the best selling books of fiction for November were the following:

1. "The Weavers," by Parker, (Harper.)
2. "The Shuttle," by Burnett, (Stokes.)
3. "The Daughters of Anderson Crow," by McCutcheon, (Dodd, Mead.)
4. "The Younger Set," by Chambers, (Appleton.)
5. "Satan Sanderson," Rives. (Bobbs-Merril.)
6. "The Lady of the Decoration," by Little, (Century Co.)

"The North American Review," for December contains an interesting article by Sir Gilbert Parker on "Fiction—Its Place in the National Life." "Imagination is the very root of progress in a nation's life—the power to visualize things unseen from a knowledge of things seen. No nation makes progress which has not a deep, intellectual life, in which poetry and the arts, offspring of the imagination, are not renewing the blood, invigorating the pulse of the people, giving a spiritual impulse to the actions of men and governments, quickening the life of the family." "Imagination is the very soul of all development—the prefiguring of the possible, the inspiration to do, which comes from spiritual discovery." "In the field of fiction you will find the real position of the great sociological problems, * * * * * * because you discover in them the point of view taken * * * * * by the writer himself, who * * * * is the product of his time." "Fiction in the United States has represented the birth of an intellectual life among the masses." "But indeed all arts, sciences, mechanisms, labors, businesses, industries and offices should lead to the one end—the enlightenment of race, the deepening of pure patriotism, the sense of common responsibility for the welfare of that particular family in the races of the world to which those who employ our human crafts belong. Character is what we should be making in all the arts, as in all the industries and labors of life."

In "The Westminster Review," for December, Hardress O'Grady writes on "Educating Motherhood." It will not be surprising if this thought should frequently appear in coming literature. It lies just beneath the surface in all minds seriously engaged in the training of teachers. The hopelessness of backing the school against the home rampant is working tremendously on the subconscious elements of teachers' minds. "There is so much for a parent to inquire into, so much to watch, such need for watching and inquiring in order that gross injustice may be removed from the lives of children, that certain tendencies may be arrested and others fostered, that disease of body and mind, the one and the others inter-dependent, may be forseen and prevented." * * * * "the teaching of a simple, just, and truthful form of religion is also a crying need." Have we not learned anything about child-nurture since we decended from the trees and began to live in caves? Does not science offer anything worth while to future mothers?

In "Munseys' Magazine" for January, read Dr. Parkhurst's article on "Law and its Contemptuous Disregard." While more sociological than educational it has several valuable suggestions for the teacher. "Anarchism is the first of human impulses." "We cannot respect a law that is not graduated to our own ethical ideal." Gov. Hughes vetoed more than half of the bills passed at the last session of the New York legislature, because "the legislators knew less than half the time what they were about." Non-enforcement also increases contempt of law. "It is safer for wealth to be criminal than for poverty." Are children influenced by present failure of justice and of literal interpretation in their school relations?

In the "Atlantic Monthly," for January, Prof. Paul H. Hanus, of Harvard, writes on Industrial Education. He "contends that an efficient public school system must include adequate provision for vocational training for persons of both sexes over fourteen years of age." This is surely a strange statement for a Harvard professor to make. He says: "Heretofore we have planned the work of our public schools almost entirely with reference to 'culture.' * * * * * We have laid no stress on preparation for a vocation." "The schools have seemed to be afraid of utilitarian aims * * * * and have even measured their own usefulness by the extent to which they have kept the distinctly useful out of their work. * * * * We have planned our educational scheme primarily in the interests of those who have a long educational career ahead of them, and who need not therefore give any immediate attention to preparation for a life pursuit." Can the state universities allow Harvard to lead out alone in demanding reorganization of public schools?

The High School—IV

H. K. Wolfe

Chapter X. Early State Systems of Secondary Education. Influence of French thought on American education. Read in encyclopedia biographies of Helvetius, Voltaire, La Chalotais, Diderot, Rousseau. Education according to **Nature**, by the **State**. Philosophic theorizing on education and society. Jefferson's plan for more general education. Failure in Virginia and influence elsewhere.

The University of the State of New York. Connection with, and separation from Columbia. Influence of Hamilton; the compromise. Georgia and Louisiana; use of lotteries. The three attempts to found University of Michigan. Significance of "branches," supplanted by high school. Federal grants of land to states for educational uses. Lack of federal, or even state supervision. Rise of academies and decline of grammar schools. Massachusetts endows academies. General state policy. Maryland and Pennsylvania support colleges and academies. Indiana's constitutional provision for educational system. The general establishment of county seminaries. Their disappearance with the coming of high schools.

Illinois and Iowa found colleges and academies. Florida founds two academies in place of university. Ohio was slow in founding academies, but later made amends by many colleges.

Try to distinguish between the influence of location—east, south, west, and those of time. The states which began early show all steps in development; though diverging greatly. More tardy states have sometimes skipped certain stages and again have merely lagged behind. The state everywhere stimulated, but was not yet ready to provide, or to control all educational means. Individualism and denominationalism were yet dominant.

Chapter XI. Character of the Academies. Academies largely a middle class movement. Not allied closely with the college system. Were the "colleges of the people." They did, however, prepare for college. Admission requirements influence course of study. Geography first required in 1807: English Grammar in 1819; Algebra, 1820; Geometry 1844; Ancient History, 1847.

Academies added other subjects, English, History, Natural Science, Ethics, Psychology, Astronomy, Natural Philosophy, Chemistry and Geography.

Literature, composition, elocution. Lindley Murray's Grammar published in 1795. Paradise Lost. Essay on Man, Course of Time. Reading books contained American eloquence Compare courses of study in Phillips Exeter about 1818, Classical and English. Religious character of academies, undenominational. Generally had more than one teacher. Academies served a large territory. Average age of students greater than in grammar schools. Student organizations, exhibitions, games. Influence of academies on the colleges. Finally become preparatory schools. Schools for girls began after Revolution. Some schools were co-educational. Catherine Fiske, Emma Hart Willard, Mary Lyon. Catholic convents.

Questions.

I. Discuss practicability of Jefferson's plan.

II. Why have we not uniform state systems?

III. What should be the nature of a people's college?

IV. Why were girls not given advantages of secondary education?

V. Give your high school pupils fifteen minutes to write out their reasons for coming to high school, and the most attractive features in high school life. Study your papers and write me your conclusions.

NEBRASKA'S DEBATES 1907-08

University of Nebraska debaters, in the second annual debates of the Central Debate League, December 13, won a decisive, unanimous victory over the University of Iowa and got one of the three judges--Prof. R. B. Scott, of the University of Wisconsin--in the contest with the University of Minnesota.

Five simultaneous debates were held—Nebraska-Iowa at Lincoln; Iowa-Illinois at Iowa City; Illinois-Wisconsin at Urbana; Wisconsin-Minnesota at Madison, and Minnesota-Nebraska at Minneapolis. Each university at home argued the affirmative, and away from home the negative of the following proposition: "Resolved, That the federal government should have exclusive control of all transportation corporations doing an interstate business: Constitutionality granted."

The Nebraska team against Iowa outclassed its opponents, in the opinion of the judges—Prof. Isador Loeb, professor of political science in the University of Missouri; Judge James H. Quinn, of Fairmont Minn., and Hon. Benjamin C. Taylor, of Mankato, Minn. They said that on the basis of thought—analysis, use of material, and rebuttal—and in form, they had no difficulty in deciding for Nebraska. The Nebraska team was composed of Robert I. Elliott, '09, of University Place; Martin L. Frerichs, Law '08, of Auburn, and Joseph M. Swenson, '08, of Omaha. Byron E. Yoder, '08, of Topeka, Ind., was alternate. The audience was the largest in the history of Nebraska intercollegiate debating. Hon. William J. Bryan presided, and spoke on "The Value of Debate." It was the second Nebraska-Iowa debate. Nebraska won unanimously in 1905.

Nebraska's representatives at Minneapolis, in the first debate with Minnesota, were William R. King, '08, Osceola; Clyde C. McWhinney, '08, Law '08, of Lincoln, and

Lawrence J. Weaver, '10, of Beatrice, with Ralph A. Van Orsdell, '06, Law '10, of Maxwell, alternate. Of these, only one had had experience in college debating. The Minnesota team was composed of three experienced debaters—seniors who had been through from two to five contests. The Nebraskans held their own as arguers, but as a team they were, in the opinion of two of the judges, not quite as skillful in rapid-fire, give-and-take, and in speaking, as were the veteran Gophers. The judges were Judge J. J. Fruit, of LaCrosse, Wis.; Judge A. J. Vinje, of Superior, Wis., and Prof. R. B. Scott, of the department of political science, University of Wisconsin. The Nebraska team, which was accompanied by Prof. E. B. Conant of the College of Law, was handsomely treated by the Minnesota audience and debaters. Governor Johnson presided.

The affirmative won in all five debates. Iowa won unanimously from Illinois at Iowa City, two of the judges being Prof. George E. Howard and Prof. George D. Ayers of the University of Nebraska; Illinois defeated Wisconsin at Urbana by a two-to-one verdict, and Wisconsin won from Minnesota at Madison by two to one. Governor Davidson presided at Madison, and President E. J. James of the University of Illinois, at Urbana.

Nebraska's next debates in the League will be on December 11, 1908, when she will meet Illinois at Lincoln and Wisconsin at Madison.

Suggestions in Regard to History

Howard W. Caldwell

I. TEACHER OF HISTORY

In the transformation of the courses of study during the last quarter of a century, the sciences and history have come to have an important position. This is true not only in the colleges and universities of the country, but also to a lesser degree perhaps in the high schools and grammar grades. The permanency of the change doubtless depends on more than one factor; but the writer feels and believes that it will depend more largely on the character of the teachers of these subjects than on any other one factor.

Modern education seems destined to be dominated largely by questions and interests of present-day importance. The ancient languages will not cease to be pursued, nor pure mathematics, philosophy, and philology to have an important place in every scheme of higher education; in the main, however, those subjects which are or seem basic for an understanding of the political and social problems of modern life will be developed and extended into every field of education, those which are essential to the practical every-day details of the farm, the factory, and the transportation of their products will grow in relative importance in the public schools maintained by all and for the benefit of all.

Each age has to develop its own educational system. This seems to be true not only in regard to method of presentation, but equally so in regard to subject matter. Apparently our age is primarily concerned with the problems named above—social, political, and industrial—hence its education will doubtless be more and more along these lines unless our civilization is to fail in solving its problems, and to suffer disaster from lack of teachers who can handle its subject matter in a manner that yields results comparable to those secured under the older regime.

Now proper and adequate preparation, equipment in knowledge of method and subject matter, are essential elements in the final solution of the problem. Already it may be claimed with little hesitancy that the so-called "sciences" are secure in their important position in the educational system

of our schools. The reason for such a positive conviction is found in the fact that the scientist has developed an atmosphere in educational circles which demands special, adequate, and detailed preparation from one who dares to pose as a teacher of botany, chemistry, zoology or physics, or their applications in medicine, engineering, etc. On the other hand, the teacher of history is forced to confess a fear that the final victory has not yet been won for his subject. While progress has been made, it is yet too true that a sentiment prevails that almost anyone who can read can teach history. Unfortunately the appreciation of the absolute necessity for special preparation in order to become a teacher of history has not penetrated the educational cranium to any marvelous extent as yet. Perhaps progress has been as rapid as ought to be expected, yet it must be confessed that results too commonly are not such as may justly be demanded from a subject that seeks recognition as second to none in time and place in all grades of the educational field. Before the victory is secure such a standard must be reached that no school board will hire, no superintendent recommend, no principal accept anyone as a teacher of history who has not made as great an amount of special preparation as the teacher of Latin, chemistry, German, or English. Indeed the ideal must be raised so that no teacher will allow herself to be assigned a historical subject to teach unless she has prepared herself for the work in at least some part of the field, if not in the special topic to be discussed. As long as the blind lead the blind we may expect that all will fall into the abyss. The ideal then to be striven for must be—special preparation, adequate knowledge.

Perhaps the admission that the educational standard is lower in history than in many other subjects in our courses of study may demand some discussion of the reasons. First, doubtless, comes the newness of the subject—it takes time to develop standards and ideals. Again its terminology is less technical, so it is very easy to imagine one's preparation greater than it really is. Possibly another cause may be found in the failure to recognize the unity of history, the law of evolution and the relation of present problems to past experience. But doubtless the main difficulty lies in our inability to grasp adequately the tremendous complexity of history and its problems. The evolution of the human race in all its manifold relations is one of the most awe-inspiring of themes. The apparently simplest issue on examination may develop until it brings within the vision of the student in his attempt to solve it social, political, industrial and perhaps moral and religious traditions and theories, as well as the principles of biology and philosophy. The causes of the American Revolution, the conflict between the two theories of broad and strict construction of our constitution, the origin of the civil war are as far-reaching as a half dozen sciences extend, and require an amount of detailed knowledge that only years of special study can give.

The teacher who only knows one text has hardly begun her preparation. It is the side lights that make luminous the topic. The true teacher is the one who has the ability to explain, on occasion, the words and phases used in such a way that they cease to be mere words, and become sentient with life and thought. When the teacher of history comes to recognize that the subject is not only fearfully complex, and that every result is the epitome of perhaps a dozen or more causes that must be weighed, apportioned, and co-ordinated; when she comes to understand that there is no portion of human knowledge that may not be called into use in her work, then a moral standard will be reached that will cause her to hesitate before undertaking to explain and expound the intricate problems of human evolution, based on nature and its laws, mind and its movements, moral conceptions and their effects—all co-operating to bring into existence a new nature, or to produce a change in the civilization handed down from previous generations. Sometimes when I think of it I almost wonder that anyone dares to undertake to analyze the progress of man in society in all that it means—in religion, in law, in government, in social standards, in fine in all that we designate as civilization.

New High School Debating League

M. M. Fogg

The Nebraska High School Debating League is organizing to take the place of the Interscholastic Debating League with its membership necessarily limited to less than twelve schools.

The plan of the new league is, in brief, as follows: The high schools of the state are divided for convenience into ten debating districts—1 Northern, 2 Northeastern, 3 East-central, 4 Southeastern, 5 Central, 6 South-central, 7 West-central, 8 Western, 9 Southwestern. and 10 Northwestern. Membership is open to all accredited schools and to any other schools wishing to get the advantages of the work the league will do. In each district, teams of three bona fide ndergraduate students representing the various league schools, paired off on the basis of convenience and size, will compete for the district championship. From these district championship teams will then be selected, by another series of contests, the two best teams—the inter-district championship teams. These two teams will compete at the University on High School Fete Day for the state championship. Prizes—cups or banners, probably—will be awarded the schools winning the district and the state championships.

The same question will probably be discussed throughout the whole series of debates—a question which the average school can manage. The organization of the league will be the simplest possible—the officers being a president, ten district directors and perhaps a treasurer. Each school will select its team as its debating board may see fit. The director and the official representatives of the schools of a district will, under the constitution, manage the district interests; the president and the directors will supervise the inter-district and the state championship debates. The judges will, in all cases, be proposed by disinterested officials, will come from neutral territory and will be instructed to judge the debate not on the merits of the question but strictly on the merits of the debate.

Annually at the close of the series of debates "The Nebraska High School Debating League Bulletin" will be published containing the list of the members and the officers of the league, the test of the members of all teams that competed, the result of each debate, pictures of the championship teams, a stenographic report of the state championship debate, and other matter of interest to the league.

The object of the new League is primarily to promote clear thinking and a clear, direct sensible manner of expression. By correlating into a unified system the now more or less diffused efforts of half the accredited and many of the unaccredited schools, and by standardizing methods of instruction in argumentative discourse, written and oral, the League should augment the disciplinary value of this form of oral English. These debates will be judged as debates—on presentation, weight of argument, and effectiveness in rebuttal. A team will have to change sides before it gets far in the series. To succeed the contestants will have to know the question, not speeches.

The League begins work immediately. A question is being selected. The first district debates will take place in February.

Experiments in Physics

John E. Almy

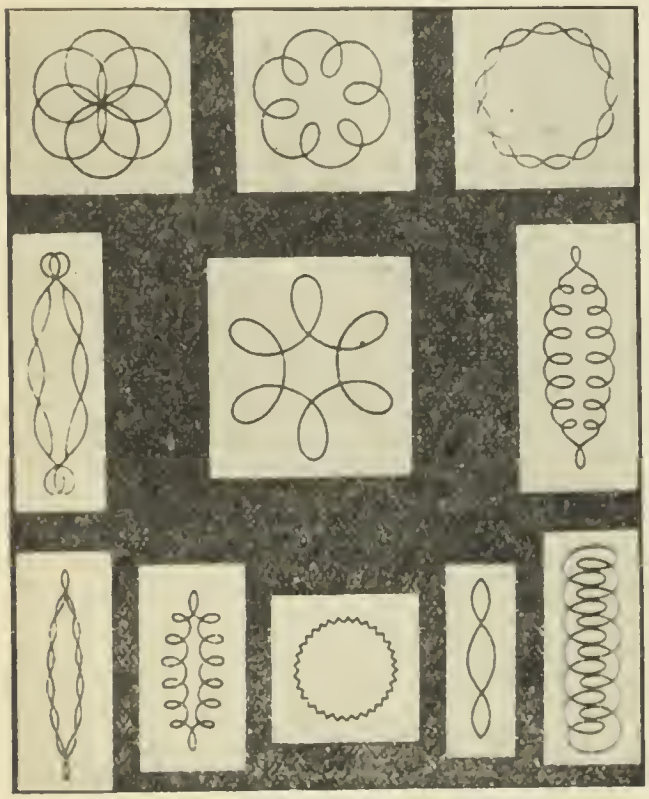
Wheatstone's Figures

The transverse vibrations of a rod afford one of the simplest means of studying the composition of simple harmonic motions at right angles, as well as the addition of two S. H. M.'s in the same plane with different periods.

A strip of steel or hard brass, 40 cm. long, 3 mm. in thickness and with width some multiple of the thickness, clamped at one

end will vibrate in the two planes with frequencies which vary directly as the thickness of the rod in the plane of the vibration, and are independent of the thickness in the direction at right angles.

The motion of the end of the rod may be readily seen if a piece of lighted "joss stick" be tied firmly to it, and the class room darkened. A more pretentious method is to focus a spot of light, reflected from a small mirror fastened to the end of the rod, upon a white wall, thus obtaining a magnified image of the path of the end of the rod. However, the weight of the mirror will be greater than that of the stick and so produce greater effect on the frequency of the vibration of the rod.



If the rod is struck a sudden blow at about one-third of its length from the fixed end, it will vibrate giving its first overtone as well as its fundamental vibration, the two being added together in the same plane. (The periods are approximately 6:1). If the rod is pulled aside in the direction of the diagonal of its cross-section and released, its two fundamental vibrations in planes at right angles are compounded and the glowing point shows the resultant. Other resultants, due to different phase relation, may be obtained by striking the rod in one plane while it is already vibrating in the other.

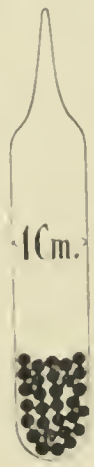
A series of such rods having the dimensions of cross-section in the ratios 1:2, 2:3, 1:3, 3:4, etc., give a multitude of different resultants which may be readily analyzed; those shown in Fig. 1 are of a round rod, being fundamental and overtones combined.

Velocity of Sound in Different Solids

The comparison of the velocity of sound in different materials is possible by a simple method which also admits of accuracy. Wires of different material stretched tightly between two points, (screw-eyes in the wall, with a weight hung on one end of the wire answers the purpose very well), when rubbed longitudinally with a piece of resined leather give a clear note with vibration-frequency, $N = V\ 2L$, where V = velocity of sound in the wire, and L the wire's length. To vary the length of vibrating wire, a "bridge" fitting snugly between the wire and adjacent wall will do.

By varying the length of wire to obtain the same note as that of a tuning fork of known frequency, the velocity of sound in the wire may be determined. Or taking wires of different materials at the same time and adjusting the lengths so the same note is obtained from each, we may know then that $V^1 : V^2 = L^1 : L^2$. The vibration frequency should be independent of the tension on the wires, but it will be found that a clearer tone is obtained when the tension is fairly large (several pounds).

Maximum Density of Water



That water has a greater density at 4° Centigrade than at either 0° or 10° C. is easily demonstrated with the "maximum density float" of thin walled glass loaded with fine shot, or mercury, the weight being carefully adjusted so that the float will sink in water at the temperature 0° or 10° C. and yet will float in water at 4° C. The final adjustment of the float may be made by a bit of wax melted on the float which may be filed away for accurate adjustment.

Secondary Schools

A. A. Reed

An Assistant Inspector

Mr. A. M. Voss, A. B., U. of N., has been appointed by the Board of Regents as Assistant Inspector of Accredited Schools. The activity in high school work as a result of the late legislation is such that the matter of inspection has grown beyond the powers of one person. The proper assistance to schools still unaccredited could take well the time of one inspector, while the changes in the accredited schools as a result of the agitation and the constructive activity of the present year make heavy demands of time and effort. Mr. Voss will do all the office work and will make such trips for inspection as may be possible in addition. He has had considerable experience in public school work, having been principal of schools at Sargeant and Overton, and having had charge of the academic work in St. Paul College. He has nearly completed his work for a second degree at the University. It is believed that his training and experience will make him of great value to the high schools of Nebraska.

High School Section

The program for the High School Section of the State Teachers' Association, as arranged by Supt. N. C. Abbott, of Tekamah, was given entirely to a symposium on inspection. Supt. George Kindler, of Seward; Supt. S. H. Martin, of St. Paul, Dr. Guy W. Wadsworth, of Bellevue College; Inspector I. A. Downey, of Lincoln; Dr. H. K. Wolfe, of the University of Nebraska; Supt. W. M. Davidson, of Omaha; Dr. F. W. Sanders, of the Lincoln high school, and Inspector Reed took part in the discussion, covering practically all phases of the work. It was suggested that inspection should be constructive as well as critical, that it should be more frequent and more thorough, and that its greatest value lies in the mutual understanding of the needs and limitations of the work of the pupils on the part of those engaged in both secondary schools and in higher institutions. The session was one of great value to all concerned. The general desire that inspection should be more frequent will be met by the provision made at the last meeting of the Regents for an assistant inspector.

First-Year Science

In the program of studies for high schools issued jointly by the University of Nebraska and the State Department of Education, provision is made for a year of science in the ninth grade, to consist of physical geography and agriculture. If this work is done by a qualified teacher with proper laboratory equipment and suitable texts and reference books, it will receive two entrance credits.

Physical geography, as taught in the majority of schools, is in a very unsatisfactory condition, consisting of mere text-book instruction. It is capable of being made an excellent introductory science, with good training in scientific methods through laboratory studies and field work. Unless this is done, it should not be permitted to retain a place in Nebraska high schools.

The report of the committee appointed by the Superintendents and Principals' Association, the State Department of Education and the University of Nebraska to revise the course of study in agriculture has recommended that schools offering a one-semester course should follow the outline as published in the Normal Training Bulletin for the subdivisions on Soils, Field Crops, and one other topic, according to the facilities for instruction, the equipment or the needs of the locality where given. Work so carried, with equipment as specified and with competent instruction, will receive one entrance credit. All possible assistance will be given in planning and directing the work, on application to the Inspector of Accredited Schools.

Inspector's Notes

The Butte high school has added apparatus costing over $200 to the physics labratory, and has extended the course to a full year. Principal C. E. Claus is building a strong school. This is his second year in charge.

The people of Spencer deserve great credit for the spirit they have shown. They have built and equipped one of the best school buildings in north-

ern Nebraska. They have employed two additional teachers and have provided for a twelve year course. Miss Rachel F. Fairchild is superintendent in charge of the system.

Franklin has made great progress this year, mainly through the efforts of President F. M. Richards, of the board of education, and Supt. Ed. M. Hussong. The district has added a teacher to the high school, and has spent $800 on the library and laboratories. They have thirty-three non-resident pupils in the high school.

Beaver City has added a teacher and extended the course to four years. Supt. W. T. Davis is in charge, and has a strong corps of teachers.

Bloomington has equipped a new laboratory and is prepared to do strong work in science. Supt. Strickland had personal charge of the matter, and was of great service to the board in making the improvements.

The meeting of the Northeast Nebraska Teachers' Association at Emerson, October 12, was one of more than ordinary merit. Emerson has an ideal location for such a gathering, and the train service could not be better. Members can arrive from all directions in time for the full morning session, and can return after the program in the evening. Sectional meetings were held in the morning at the new high school building. A general session was held at the opera house in the afternoon with addresses by Supt. Thomson, of Randolph, Supt. Cross, of Emerson, Pres. Pile, of Wayne, and State Supt. J. L. McBrien. The meetings were all interesting and profitable.

FACULTY NOTES.

Miss Alice Howell has returned after a year's leave of absence to resume her position as instructor in elocution in the department of rhetoric. She spent last year in study at the Emerson School of Oratory, Boston.

Dr. C. F. Wallace, of the department of English literature and Mrs Wallace spent the summer in London, England, where Dr. Wallace continued his work on the Elizabethan drama. Miss Pound, of the same department spent the summer in or near Boston. She attended the commencement exercises at Wellesley and Harvard and did some work in the Harvard and Boston libraries.

Prof. P. H. Frye of the department of Rhetoric read a paper on Anatole France before the first meeting for the year of the Association of Collegiate Alumnae. Other members of the university faculty who will speak during the year are Professors Ford and Gass of the department of rhetoric, Professor Grummann of the department of German, Professor Conklin of the department of French and Professors Sherman, Pound, and Stuff of the department of English literature.

A great increase in attendance is noted this year in those taking freshman Latin and Greek. The latter subject especially shows remarkable increase. In freshman rhetoric the work has become so crowded that twelve divisions have to be offered, and the department staff has as much as it can do to attend to its six hundred and more students. Miss Marguerite McPhee has been added to the teaching force, and is now in charge of the work in Rhetoric II.

Evan Sage, formerly fellow in Latin in the University of Nebraska is now Professor of Latin in the University of Idaho.

GLIMPSE AT COLUMBIA

It was recently my pleasure to be present at a dinner attended by the men students of Teachers College. The toastmaster on that occasion was a man from Illinois. The speakers represented New York, California, Missouri, Georgia, New Jersey and Great Britian. Most of the other states were represented by the men present, and Canada was represented by a student from Nova Scotia, one from New Brunswick, and one from Ontario. A friend of mine who is a Teacher College student recently said, "At my right hand in the lunch room sits a man who was with Wellman in his balloon trip to the north pole, to my left is a Japanese student, in front of me is a Canadian, and behind me a Chinese student. At one end of the table are three students from South America, at the other end are two from the far East, and somewhere near is an Australian." These two illustrations convey my first impression of Teachers College and Columbia University. The benefits to be derived from association with such a cosmopolitan body of students are self-evident.

While the student body is cosmopolitan in its makeup, the faculty as a whole represents no particular creed or school of thought. The student who has long anticipated studying at some higher institution of learning oftentimes expects to find there a panacea for all ills—an accurate solution for all the difficult educational problems. He who comes to Teachers College with such an idea will be decidedly disappointed. We have here the conservative and the extreme radical, the classicist and the scientist, and, as we do not have what President Woodrow Wilson calls a "Professor of Things in General," it remains for the student himself to harmonize these views.

Another commendable feature which impresses the new student at Teachers College is the very excellent social spirit which exists, not only among the students, but between the students and professors. It is not unusual to see many of the professors present at the little social gatherings, even though many of them are busily engaged in research work as well as in teaching.

It is further interesting to note that the student of education may find in Teachers College almost any kind of course which he wishes to pursue. In fact, the number and variety are so great that one is almost bewildered in the task of selection. This variety, however, is much to the student's advantage.

With its excellent library facilities, seminar rooms for graduate students, the educational museum, and its observation school and practice school Teachers College may certainly be called an ideal school for the study of education. It is gratifying to note that Nebraska is well represented here. Her club now has a membership of seventeen men representing Teachers College and Columbia, and there are a few others who have not yet signed the by-laws.

LAWRENCE B. HILL.

Henry Holt and Co., have just issued a Text Book of Ecology by Frederick L. Clements, '94. Dr. Clements is head of the department of Botany in the University of Minnesota.

President Seerley of the Iowa State Normal School thinks there will be technical high schools in all Iowa cities within ten years. Reform in the high school course of study seems inevitable.

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ALUMNI NUMBER

The University Journal

Devoted to the Interests of the University and of Secondary Education in the State of Nebraska.

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GEORGE WILLIS BOTSFORD, A. B., '84, A. M., '89. Ph. D., (Cornell) '91.
Adjunct Professor of History, Columbia University.

DR. GEORGE W. BOTSFORD

For refined culture and exact scholarship, no alumnus has brought greater honor to the University of Nebraska than has Professor George Willis Botsford. Through his teaching and his books, he has influenced for good the lives and ideals of a host of American youth. Modest, courageous, and strong, his character reveals the moral fibre of the Leicestershire ancestors who in 1636 came to Milford, Connecticut, to bear a hand in the upbuilding of a new commonwealth.

Today Dr. Botsford is one of the best known classical scholars, and easily the foremost original investigator of classical history in America. His forthcoming work on "**The Roman Assemblies**"—from which several published instalments have already appeared—is sure to widen his fame; for by the most exhaustive exploitation of the sources—his studies extending over more than six years—he has succeeded in solving the difficult problem of the character and inter-relations of the Roman **comitia** and **concilia**, and in completely upsetting the theories of Mommsen on the subject. It is one of the most signal victories of modern critical scholarship.

After two years' experience as a country school teacher, in 1879 Dr. Botsford entered the preparatory school of the University of Nebraska, taking the B. A. degree in 1884, although during that time he was absent for a year and a half, again engaged in teaching. As a student, while not neglecting either mathematics or English literature, his interest centered in Latin, Greek, and ancient history. Later he specialized in Sanskrit and classical philology at Johns Hopkins (1884-1886) and Cornell Universities, taking the Ph. D. degree at the last named institution in 1891. The thesis for his doctorate on "**The Development of the Athenian Constitution**" is decidedly the best treatment of the subject in the English language. Meantime (1889), he had won from the University of Nebraska the M. A. degree, presenting a thesis entitled "**Philological and Historical Notes on Andocides de Mysteriis**" which ought to be published.

As a college teacher, Professor Botsford has had a notable career. In the interval between his residence at Johns Hopkins and that at Cornell (1886-1890), he held the chair of Greek at Kalamazoo College. He served as "Assistant in Ancient History" (1890-1891) while candidate for doctorate at Cornell. Again, for three year (1892-1895)) he became Professor of Greek at Bethany College, West Virginia. Next, as "Instructor in the History of Greece and Rome" at Harvard (1895-1901), he gained a high reputation for thoroughness and originality. Since 1905 he has been a member of the faculty of Columbia University, where now he is "Adjunct Professor of History," in charge of his own proper field of labor, the history of Greece and Rome.

Dr. Botsford is known to thousands of students from his text-books, published by the Macmillan Company. These are almost unique, as being drawn directly from the sources. They have the rare flavor which the work only of a master of the original materials can possess. Dr. Botsford is a member of the board of editors of "**The Political Science Quarterly**;" and at Barnard and Columbia he is conducting one of the best organized and most effective graduate seminaries in this country.

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Various short articles, book reviews, and notes in **Classical Review, Classical Weekly, American Historical Review, The Nation, Political Science Quarterly, etc.**

ALUMNI TIDINGS

EARLY CLASSES

R. A. Weston, '82, is now looking after his personal financial interests at Beatrice. His daughter, Helen, is a sophomore at the University.

A. H. Bigelow, '87, superintendent of schools at Lead, S. D., was among the delegates to the National Meeting of Superintendents and Principals held at Washington, D. C., a short time ago.

C. S. Lobingier, '88, now judge of the Court of First Instance in the Philippines, has recently published a book entitled "Popular Participation in Law Making." Judge Lobingier has long enjoyed a national reputation as a writer on abstruse law questions and now enters the lists with a more popular, though strictly scientific if not technical work, which has received much favorable comment.

Mrs. Fred Free (Cora K. Lyons, '92), is now living at Plainview, Nebraska. Mr. Free is the president of the Board of Education at Plainview, and is building up a strong school sentiment in his community.

Florence S. Smith, '94, has charge of the city library at Beatrice, Nebraska. Miss Smith has had a thorough preparation and wide experience in library work.

Willa Cather, '95, contributes to the February number of McClures Magazine a poem entitled "The Lament for Marsyas." Miss Cather has won deservedly a high place among the younger writers, and while this particular poem opens a new field for her talent, her advent is certainly under most favoring auspices.

Helen Gregory, '95, is enjoying her work in New York City. After graduation she completed the training course for kindergartners in Columbia University and now occupies a most responsible position in the schools of Greater New York as kindergarten director. Her present address is 602 West One hundred and forty-sixth street, New York City.

S. H. Martin, '95, has been endorsed by his home county, Howard, for Republican nomination for the office of State Superintendent of Public Instruction. Supt. Martin has been in charge of the schools of St. Paul for five years. His success is evidenced by the endorsement he has received at the hands of his patrons. He met with similar success in his previous work at Rushville and at DeWitt. He was engaged in Junior Normal work at Alliance, and is well and favorably known as an institute instructor. In his announcement just issued he says: "I am not a politician and lay no claim to being one. I have always been interested in school work and I can talk school much better than I can talk politics, because my heart is in it, and all of my interest."

Mr. E. B. Sherman, '95, is now the successful superintendent of the Kearney Industrial School. Mr. Sherman is co-author with inspector.

LATER NINETIES

Mrs. Florence Winger Bagley, '96, A. M. '98, will remove next summer from Oswego, N. Y., to Urbana, Ill., where her husband, Dr. W. C. Bagley, has been called to a professorship in the department of education in the University of Illinois. Dr. Bagley is now receiving well-merited recognition on account of his success as a teacher, investigator and author. In the midst of most arduous duties he has found time to publish two of the most valuable books on education which this decade has produced.

Hon. Adam M. Mullen, '96, of Wymore, is a representative in the legislature of Nebraska. In the late session he was a friend of all educational measures, and rendered valuable service to his alma mater.

E. C. Ames, '96, a popular member of his class, is actuary of the Bankers Life Insurance Company, of Lincoln, Nebraska.

Miss Sara Vore Taylor, '96, is head of the department of English and literature in the South Omaha high school. Miss Taylor has recently published several sets of questions intended to supplement the studies of English classics.

Bertha E. Pinkerton, '96, is one of the strong teachers in the high school at Havelock, Nebraska.

Victor McLucas, '96, is now practicing law in Omaha, a partner of John L. Webster.

Walter H. Rhodes, '96, is now deputy county treasurer at Hebron, Thayer county, Nebraska.

Dr. Harry C. Heald, '96, is engaged in the practice of medicine at Millard, Neb. Dr. Heald graduated from P. and S. at Chicago after leaving the University.

John P. Cameron, '97, is engaged in farming and stockraising on his large ranch near Tekamah, Nebraska. Mr. Cameron has a beautiful country home.

C. W. McMichael, '97, superintendent of schools at Holdrege, Neb., has been recently elected a member of the Nebraska State Reading Circle Board.

John V. Z. Cortelyou, '97, is head of the department of German in the State Agricultural College at Manhattan, Kansas. Mr. Cortelyou was married a few years ago to Miss Grace I. Rushton, class 1900.

O. S. Erwin, '97, is engaged in the successful practice of law in Omaha. Mr. Erwiu offices in the new Brandeis building.

P. J. Barron, '98, is now editing a newspaper at Scotts Bluff, Nebraska. Try as he will, P. J. can't keep out of newspaper work.

O. T. Reedy, '98, is now located uear Belle Fourche, S. D., doing engineering work on the big irrigation ditch being constructed by the United States government.

George P. Griffith, '99, formerly superiutendent at Pawnee City, is now holding a claim near North Platte. Mr. Griffith is teaching a country school as a "side line."

B. H. Ransom, '99, connected with the department of pathology at Washington, D. C., received the degree of Doctor of Philosophy at the midyear commencement held on Charter Day.

Fred Kuhlmann, '99, A. M. '01, Ph. D. '03, Clark University, is Instructor in Psychology in the University of Illinois. Dr. Kuhlmann is making a name for himself as an investigator in experimental psychology.

Leonard B. Unkefer, '99, is publishing a paper, "The Tribune," at Hyannis. Since entering upou his work there, he has served as county attorney of Grant county.

Charles H. Imhoff, Law, '98, is vice-president of the Chatham National Bank, New York. His residence is Hopewell, New Jersey.

Amos Walker, '99, lately teacher in a high school at St. Joseph, Mo., has been appointed professor of psychology and education in the Lincoln Institute at Jefferson City, Missouri. Mr. Walker manifested both interest and ability in these lines while he was a student in this University.

THE NEW CENTURY

Elmer O. Jeffery, '01, is in the employ of the Electric Pacific R. R. Co., at Los Angeles, Calif.

Fred L. Hunt, '02, is still with the General Electric company and occupies the Boston office located at 84 State street. He keeps in touch with University affairs and has time for some local, personal correspondence.

Ralph Woods, '03, is practicing law in Tacoma, Washington. He is president of the Young Men's Republican club. He and his brother, Rufus, have been visiting in Lincoln. They made headquarters at the home of their uncle, Major J. B. Ferguson.

Rufus Woods, '03, is editor and manager of the daily and weekly newspaper in Wenatchee, Washington. He and his brother, Ralph, have been very successful in their new western homes.

Miss Ada D. Comstock, '03, is teaching in the Falls City high school.

Roscoe J. Anderson, '03, Law '04, is practicing law at Kansas City, Mo. He is the junior member of the firm of Wroughton and Anderson, and is located in the Kansas City Life building In company with others, Mr. Anderson has organized the "University of Nebraska Club."

Miss Christine Bednar, '03, is teaching in the Lincoln high school.

Walter F. Meier, '03, of Spokane published an article in the "Green Bag," Boston, last December. The article, which was entitled, "The Effect of Presumption of Death Upon Marketability of Title to Real Estate," is reviewed by the Harvard Law Review for March. Mr. Meier was recently appointed receiver of the Inland National Bank, Spokane, Wash. He was a prominent debater while in the University and a member of the Nebraska team that defeated Missouri in '02, and Colorado, '03.

Charles A. Mohrman, '04, will teach history and civics in the O'Neill Junior Normal school this summer. Mr. Mohrman has had excellent success in summer schools and is a most promising superintendent of schools. During the past year he has had charge of the Atkinson schools and he will remain there another year. He taught at Ewing the year before. His wide acquaintance in that part of the state will make his services especially effective at O'Neill.

Mary E. Roddy, '04, is not teaching this year. She is spending her vacation at home in the study of literary composition. Some fruits of this retirement may be given to the reading public in a short time.

Miss Mary Emily Davies, '04, is teaching in the high school at Passiac, N. J

Leon W. Chase, '04, now assistant professor of farm mechanics in the University of Nebraska, is joint author, with J. B. Davidson, of a book on "Farm Machinery and Farm Motors," which has been adopted as a text in our College of Agriculture.

J. B. Davidson, '04, assistant professor in Iowa State College, is, with Prof. Chase, joint author of the book mentioned above. This volume contains more than five hundred pages and represents much study and research on the part of the young authors.

Emory R. Buckner, 04, was recently appointed by Attorney General Charles J. Bonaparte, as assistant United States district attorney for the Southern District of New York. At Nebraska Mr. Buckner led his classes and impressed faculty and students as a man of very unusual power. As an inter-collegiate debater he made a brilliant record. At the Harvard Law School he also led his class although he did heavy outside work. Last fall he went into the office of Cravath, Henderson and de Gersdorf of New York. His appointment to his present position so soon after graduation speaks in the highest terms of his ability.

George A. Lee, ,04, Law, '05, who is now practicing law in Spokane, Wash., was recently honored by receiving the appointment of assistant prosecuting attorney for Spokane county. The "Spokesman's Review," in speaking of the appointment gave Mr. Lee much praise for his past work in Spokane and urged him to run for the legislature. While in the University he was one of the most prominent debaters and a member of the teams that debated with Kansas in 1903, and Washington in 1904.

H. E. Bradford, '04, has been engaged for several weeks of institute work next summer.

Oliver L. Wroughton, '05, is senior member of the law firm of Wroughton and Anderson, Kansas City, Mo. Both partners are deeply interested in their alma mater and are pushing

the "University of Nebraska Club" idea.

C. W. Melick, '05, is dairy husbandman on the staff of the Maryland Agricultural College Experiment Station, at College Park, Md. He and Mrs. Melick expect to attend the alumni reunion in June.

Miss Odeth V. Edwards, '05, is teaching iu the high school at Palmyra.

Miss Bertha F. Marshall, '05, is teaching in the high school at Missouri Valley, Iowa.

Miss Gertrude Rowan, '05, is teaching history in the York high school.

Miss Nellie House, '05, is principal of the Pender high school. An excellent article by her on teaching Latin appeared in a recent number of "The Nebraska Teacher."

B. R. H. d'Allemand, '05, has returned to the University and while here will take a short post-graduate course. Since leaving the University Mr. d'Allemand has been in charge of the forest service work at San Bernardino reserve in the southern part of California.

Fred M. Hunter, '05, has been engaged for several weeks of institute work for the coming vacation. Mr. Hunter has been appointed principal of the Alma Junior Normal.

George Lee, '03, Law '05, has been recently appointed deputy county prosecutor at Spokane, Washington.

RECENT ACCESSIONS

W. M. Whelan, '06, will have charge of the summer school at Spaulding, Nebraska. The school commences June 8th and continues until July 24th. The purpose of this school is to prepare teachers especially for the country and village schools. Miss Eva O'Sullivan, '97, has taught at Spaulding for several summers and will probably be there again this year.

Miss Alma D. Erickson, '06, is teaching in the Oakland high school.

Earl Brigham, '06, has been in Chicago for the past six months working for Westinghouse.

Miss Winifred Bonnell, '06, has been re-elected primary teacher in the Ashland schools.

Earl M. Marvin, '06, is now editor of the Beatrice Daily Sun. Mr. Marvin succeeds his father, who died recently at Beatrice.

Miss Gertrude Moore, '07, is teaching English in the Auburn high school.

Miss Margaret L. Hannah, '07, is teaching science in the Hebron high school.

Miss Emma M. Hanlon, '07, is teaching science in the Minden high school.

Delbert D. Gibson, '07, who has been teaching in the Beatrice high school, has been elected superintendent of schools at Plainview, Nebr.

Miss Lillian B. Cole, '07, is in Chadron teaching in the high school.

Miss Clara C. Malick, '07, is teaching science in the Pawnee City high school.

Miss Clara Marshall, '07, is teaching in the DeWitt high school.

Miss Anna E. Krumbach, '07, is doing good work in the high school at Bloomington.

Miss Agnes E. Nickerson, '07, is principal of the high school at Hooper.

"Lord" Roberts, '07, has just returned from Wyoming where he has been working for the Union Pacific for several months.

Leslie L. Zook, '07, who has been employed by the Field Crops department of the University and stationed at the State Farm, has recently accepted a government position under Mr. Hartley, who has charge of all the United States government corn experiments west of the Mississippi river. Mr. Zook will have charge of corn growing in the western part of the United States. At present he is at Yuma, Arizona, where he will remain for a brief period.

Roy G. Pierce, '07, writes that he is taking graduate work in forestry at the University of Michiban. A few other former Nebraska students are at Ann Arbor. F. J. Pipal, '07, is doing graduate work in forestry; Kelso Morgan is studying law and training for long distance runs; J. W. Wopat, ex-'09, is taking electrical engineering; "Dusty" Strom is studying medicine; Alvin E. Evans, A. M., '98, is doing graduate work in Latin, Greek and Roman Law.

G. L. Pitchford, '07, is teaching science in the Valley City, North Dakota, high school. He also has charge of the athletics and has developed a basketball team which is expected to win the state championship. He is undecided whether or not to stay by the work or to return to his first love, commercial chemistry.

Misses Louise Essex and Esther Keller, '08, have been elected to positions in the Beaver Crossing high school for next year.

CLUBS, COLONIES AND CLASSES

A meeting was held March 10, 1908, in the parlor of the Y. M. C. A., Washington, D. C., for the purpose of reviving "The University of Nebraska club of Washington, D. C.," which was organized twelve years ago and which was the original University of Nebraska club organized. About forty members were present for the new club and the following officers were elected: President, E. M. Pollard; first vice-president, Dr. B. H. Ransem; second vice-president, F. K. Neilson; secretary, Paul H. Jones; treasurer, Miss Adeline Ames. Executive committee: L. J. Pepperburg, chairman, Dr. Horen Metcalf, C. W. Melick, Mrs. L. L. Haster, Miss Ida Bengstou. A typical Nebraska "feed" followed.

At Loveland, Colorado are located several U. of N graduates:

O. H. Egge, '99, is superintendent of the Great Western Sugar Company.

C. C. Fletcher, '91, is chief chemist for the Great Western Sugar Company.

P. C. Wolfe, '01, is assistant superintendent of the Great Western Sugar Company.

Mrs. P. C. Wolfe (Madge H. Ames) is homemaker.

Henry Nienhuis, '97, is principal of the high school.

Edna Blanch Carscadden, '98, is a teacher in the high school.

Roscoe J. Anderson, Kansas City, Mo., writes patriotically of efforts making in his territory:

"We have organized what is known as "The University of Nebraska club." The membership of this club is composed of all who were ever in regular attendance at the University and who possess the "Nebraska spirit."

"Our organization was formed about two weeks ago and a few nights ago our president, Dr. William E. Cramer, entertained the club in royal style at the Sexton Grill room. Dr. Cramer is

one of those boys who attended the University away back in 1884, and is still as young and as full of the Nebraska spirit as any of us.

"We plan on getting the club together for noon-day lunch about once a month, and an occasional evening spread will be had to which the co-eds will be invited.

"If you can assist us in getting track of any Nebraska men down this way, whom we have not yet found, kindly do so."

In Washington, D. C., recently was revived the "University of Nebraska Club of Washington, D. C.," which was organized some twelve years ago. About forty members were present at the meeting of which number only four or five had belonged to the old organization. The former constitution was adopted and the following officers elected: President, Hon. E. M. Pollard, house of representatives; first vice-president, Dr. H. B. Ransem; second vice-president, F. K. Neilson; secretary, P. R. Jones, and treasurer, Miss Adeline Ames. After the business of the meeting, a "Nebraska 'Feed'" was in order interspersed with Nebraska yells. Among the members are W. V. Shear, '01; W. P. Sterns, '95; M. C. Hall, '06; C. G. Bates, '07; W. Heald, '06; A. W. Sampson, '07; P. A. Ewing, '07; Dr. H. B. Ransem, '99; C. A. Sunderlin, '07; G. B. McDonald, '07; Denton Slaughter, '07, and many other prominent alumni of the University.

MARRIAGES

Archibald Kennedy Sears, '06, and Miss Mary M. Hartley, a former student in the University, were married in Anaheim, California, February 27. They will make their home at Hyannis, Nebraska, where Mr. Sears is associated in business with his father.

Mortimer J. Brown, '05, and Miss Mary Beth Wallace were married on March 3rd at Lincoln. One week later they sailed from San Francisco for Tientsin, China, where Mr. Brown has accepted a position in the Chinese Imperial University. His special work is chemistry and he has been doing graduate work at Cornell since he finished his course here.

John Henry McGuffey, '96, and Miss Selma Othelia Rundquist of Cody, Wyo., were married October 9th at the home of the bride's parents. Mr. McGuffey has been engaged in business in Cody for a number of years, and has been eminently successful, as he deserves to be. His friends know that few young men have a higher standard of personal conduct than he and that he will not be content with less than full realization of his ideals. Mr. and Mrs. McGuffey will reside at Cody, Wyoming.

Paul Weeks, 1900, and Miss Inez Ray, were married in Los Angeles, California, at the home of the bride's parents last month. Mr. Weeks graduated from the Massachusetts Institute of Technology in 1902 and has traveled much in the western hemisphere. Last year he spent in Brazil in the interests of the Baldwin Locomotive Works of Philadelphia, with which firm he has been connected for the past five years. Mr. and Mrs. Weeks spent a part of March in Lincoln at the home of Mr. and Mrs. I. P. S. Weeks, parents of the groom.

ALUMNI LETTERS

The editor has taken the liberty to use data and extracts from several private letters, all of which he believes will prove interesting to many former students.

Ithaca, N. Y., March 16th, 1908.

My Dear Dr. Wolfe—I respond at once to your awful, mysterious and compelling summons. The story is short.

In 1902 I was promoted from an instructorship to an assistant professorship which I still hold. I presented papers before the Harvard and Columbia meetings of the American Psychological Association ("The Psychology of Organic Movements," and "The Effect of Attention Upon Intensity of Sensation,") and at the Clark meeting of Experimental Psychologists ("Auditory Analysis"). I have recently lectured before the Medical College ("Psychology and Medicine"), the college of Architecture, Cornell, ("Architectural Illusions"), the Child Study Club ("The Psychology of Childhood"), and Wells College ("The Evolution of Mind"). I have charge of a drill course of forty-five students and of eight laboratory researches, and I lecture in five lecture courses. I have organized and am conducting an inter-departmental lecture course on the Interrelations of Mind and Body. There are ten lecturers (including President Schurman) from biology, psychology and philosophy. I have recently devoted some time to animal psychology and to the psychology of the abnormal.

I have begun to write, in collaboration with Professor Washburn of Vassar College, a manual of animal psychology, for laboratory use.

I teach usually in the summer session of the University; and in August I go either to the mountains or to the coast.

I. MADISON BENTLEY.

Dr. Bentley has recently published the following articles:

"The Memory Image, etc" **Amer. J. of Psych.**, 1899, XI.

"The Synthatic Experiment," **Amer. J. of Psych.**, 1900, XI.

"The Psych, of Mental Arrangement," **Amer. . of Psych.**, 1902, XIII.

"A Critique of 'Fusion,'" **Amer. J. of Psych.**, 1903, XIV.

"Ebbinghaus' Explanation of Beats," (Joint Author.) **Amer. J. of Psych.**, 1904, XV.

"Professor Cattell's Statistics of American Psychologists," **Amer. J. of Psych.**, 1904, XV.

"A Study in Tonal Analysis (I.)" (Joint Author.) **Amer. J. of Psych.**, 1905, XVI.

"The Psychology of Organic Movements," **Amer. J. of Psych.**, 1906, XVII.

"The Psychological Meaning of Clearness," **Mind**, 1904, N. S., XIII.

"The Establishment of an Association Involving Color Discrimination in the Creek Chub, Semotilus Atromaculatus," (Joint author.) **J. of Comp. Neur. & Psych.**, 1906, XVI.

"Pres. Minot on 'The Problem of Consciousness." **Science**, 1902, N. S., XVI.

"Standard Tests of Audition," **Science**, 1904, N. S., XIX.

"Illusions (I-XVII.) **Chicago Record-Herald**, June 24th,-Oct. 14th, 1901.

Articles in **New International Encyclopedia.**

Articles in **Encyclopedia Americana.**

Articles in **United Editors' Encyclopedia and Dictionary** (In press.)
Associate Editor **Cornell University Studies In Psychology.**
Associate Editor **Psychology Index,** 1906, 1907.
Co-operative Editor **Amer. Journal of Psychology.**
Member Amer. Psych. Association; Amer. Philos. Association.
Fellow Amer. Association for the Advancement of Science.
Reviews, Discussions and Notes in **Amer. J. of Psych., Mind, Phil. Rev., Science, Zsch. f. Psych., etc., and J. of Phil., Psych. & Sci. Methods.**

Chicago, March 19, 1908.

Dear Professor Wolfe:

I was married in 1900. Have two children: Henry, born 1901; Myra Elizabeth, born 1903.

Publications in last five years:

Preliminary Report on the Action of Neurotoxic Serum: Trans. Chicago Path. Soc., Feb. 9, 1903. (With Dr. T. Rothstein.)

An Organism from Cutaneous Oidiomycosis (Blastomycosis): Trans. Chicago Path. Soc., Vol. 6, 1904. pp. 113-116.

Our Serotherapeutic Measures: J. Amer. Med. Ass., Vol 42, 1904, pp. 1336- 1343.

The Reduction of Methylene Blue by Nervous Tissue: J. of Infect. Diseases, Vol. 1, No. 4, 1904.

Receptor Studies Suggested by the Side-Chain Theory of Immunity: Trans. Chicago Path. Soc., Nov. 14, 1904.

Concerning the Possibility of an Antibody for the Tetanophile Receptor of Erythrocytes: A Receptor Study: J. of Exp. Med., Vol 7, No. 4, 1905.

Fundamental Principles of Immunity: Amer. J. of Obstet., Vol. 52, No. 6, 1905.

The Adjuvant Action of Serum, Egg Albumin and Broth on Tetanus Intoxication: J. of Infect. Dis., Vol. 3, No. 1, 1906.

Infection, Immunity and Serum Therapy in Relation to the Infectious Diseases which Attack Man. Chicago. Amer. Med. Assn. Press. 600 pp. 1906.

The Study of Rocky Mountain Spotted Fever (Tick Fever) by Means of Animal Inoculations. J. Amer. Med. Ass., July 7, 1906.

The Transmission of Rocky Mountain Spotted Fever by the Bite of the Wood-Tick (Dermacentor occidentalis). J. Amer Med. Ass., Aug. 4, 1906.

Further Observations on Rocky Mountain Spotted Fever and Dermacentor occidentalis. J. Amer. Med. Ass., Oct. 6, 1906.

Observations on the Virus and Means of Transmission of Rocky Mountain Spotted Fever. J. of Infect. Dis., Vol. 4, No. 1, 1907.

The Role of the Wood-Tick (Dermacentor occidentalis) in Rocky Mountain Spotted Fever, and the Susceptibility of Local Animals to This Disease. Jour. Amer. Med. Ass., July 6, 1907.

Further Experiments With the Wood-Tick In Relation to Rocky Mountain Spotted Fever. Jour. Amer. Med Ass., Oct. 12, 1907.

A Summary of Investigations of the Nature and Means of Transmission of Rocky Mountain Spotted Fever. Trans. Chicago Path. Soc., Vol. 7, No. 3, 1907.

Studies of Immunity in Rocky Mountain Spotted Fever. First Communication. J. of Infect. Diseases, March, 1908. (With Mr. L. Gomez).

General Report of an Investigation of Rocky Mountain Spotted Fever, Carried on During 1906 and 1907. (A report to the Montana State Board of Health. Not yet published.) 1907.

I have only done three pieces of work which might be considered major. One was on Oidiomycosis or Blastomycosis, published in 1901; the second was not investigative in character, namely the book on Immunity, etc., the third is the work still in progress on Rocky Mountain Spotted Fever.

My interests are chiefly along certain lines of investigation of infectious diseases and immunity, and presume this will continue to be my work. Shall go into the western states again this year (Montana and Idaho) to continue work with spotted fever. Am now an assistant professor in Pathology at the University of Chicago.

H. T. RICKETTS.

Walter B. Pillsbury, '92, Professor of Psychology in the University of Michigan, has not had much happen to him recently. A few years ago he nearly lost his life in exploring the Grand Canon of the Colorado from the unexplored side. In 1905 he was promoted from assistant to junior Professor of Psychology and director of the Psychological Laboratory in the University of Michigan. His students have increased in number from fifty to one hundred sixty per semester. He was married in 1905, and in 1906 a daughter came to their home. He is now working on the psychology of reasoning and on the mental measurements of sound intensities for the committee of the American Psychological Association on standardizing tests.

Prof. Pillsbury published in French in 1906 the best work we then possessed on attention. The same work, nearly doubled in content, has just appeared in English from the firm of Longmans and Company, in the "Library of Philosophy." The French edition has been translated into Spanish and will be published in Madrid.

Among articles recently published are the following:

"Attention Waves and Fatigue," Am. Jour. Psy., 1903.
"Psychology of Causality," Philosophical Rev., 1904.
"Introspection," Journal of Philosophy, 1905.
"Judgment Journal of Philosophy," 1906.
"Ego and Empirical Psychology," (Presidential Address Western Philosophical Association, 1907); published in Philosophical Review, July, 1907.
"An Attempt to Harmonize the Theories of Judgment," Psychological Bulletin, August, 1907.
"Trial and Error as a Factor in Evolution," in Popular Science Monthly, 1906.

Many reviews for American, English and French periodicals.

Last year he translated the revised edition of "Kuelpe's Introduction to Philosophy."

Prof. Pillsbury was the first student to receive encouragement from the Department of Philosophy in the University of Nebraska. He has more than met the expectation of his friends, but he has only just commenced his work.

Tekamah, Neb., Feb. 29, 1908.

My Dear Dr. Wolfe:—

Ever since, several months ago, I promised to send you, for the edification of the young, a brief statement of what it cost me to go through

the University of Nebraska, I have kept wishing that I had not promised. Today, though, there seemed nothing really to prevent the fulfilling of my promise, so here it is:

On September 13, 1892, my brother, Luther J. Abbott, and I left our home in Fremout to look up a room in Lincoln and confer with the chancellor as to our studies and so forth. Each of us had graduated from the local high school and had saved, in one way or another, three or four hundred dollars. Nearly all of this money had been accumulated in carrying papers—the Fremont Herald—and in working in W. H. Turner's grocery store on Saturdays and duriug vacations. Although school at the University did not open till the latter end of the month, we went early so as to have the benefit of the two-thirds fare granted by the railroad on account of the State Fair.

We began the record of expenses for our college education, intending to keep the account exact and find out for what amount a boy could go to the University of Nebraska. As to my own record, which is given in this article, it closes with the incidental expenses of Commencement day, June 12, 1896.

My brother kept his record with the same fidelity that I did my own, and while his figures are not before me, I feel very sure they are about $100 less than my own. I learned the art of turning a dollar over and wearing it inside out—but that was the extent of my acquirement. But as for him, he could turn it upside down as well aud make one wash last four occasions.

Here are the figures:

Sept. 13, 1892-Sept. 1, 1893	$230.20
Sept. 1, 1893-Sept. 1, 1894	277.32
Sept. 1, 1894-Sept. 1, 1895	261.24
Sept. 1, 1895-June 12, 1896	135.95
Total	$904.71

These expenses include not merely the nine months of actual attendance at the college in Lincoln, but also all the clothing that I wore, expenses of one kind and another during the summer (my board at home during three months, of course, being free), and the railroad fare back and forth.

Dividing the total amount by forty-five, the number of months, and you will see that on an average I lived on $20.10. The simple life indeed!

You are wondering how the four hundred dollars each of us had to start on kept us in our classes. Of course it didn't. There was a constant struggle to know where the $2.25 board bill each Saturday and the $1.00 room rent at the end of each month were to come from during our sophomore and junior years. During the summer the newspaper office, the grocery store, the butcher wagon, the surveyor's gang, claimed our attention. When in Lincoln, we peddled newspapers and were business managers of college publications. The "Hesperian" knew our management for two years and paid us well. I was the first business manager of "The Nebraska Literary Magazine" and cleared $150. The next issue cost the management as much, after I had been fired. "The Kiote" management was given to me by my friend, H. B. Alexander, and out of it I got my board for several months.

But even with these business ventures, we had to pinch and scheme. L. J. washed the handkerchiefs and darned all the socks while I, in exchange, carried in all the coal. H. E. Newbrauch interrupted Luther once in the midst of his darning and wrote up a facetious account of it for society. The crowd claimed H. E.'s imagination was immense.

One Monday morning in my juuior year I returned to my room ready to admit defeat, intending to go home, when I found a letter enclosing a small bequest from the estate of my grandmother. Two other small installments from the same source barely saved the day for me.

During our senior year life was somewhat easier for us; as our father, Luther J., Sr., had been appointed head of one of the great state institutions in Lincoln and we spent a good part of our time with him. Had he not been in such a position it is likely my expenses would have reached $1,000.

Attorney H. H. Wilson of Lincoln, some dozen years before my time, kept a record of his expenses similar to my own. A brother-in-law of his, looking over the book and noting this entry.

"July 4, Celebration $.25," remarked: "A deuce of a celebration of Independence Day you must have had for twenty five cents"—only he used another word for deuce.

Here is an entry in my book:

"February 2, 1895, feast, oysters; Allen, Pollard, Lien, McGuffey, Doc and I, $.20."

Two others that meant much to me were:

"Western sufferers, $5.00; foot ball association, $10.00."

Thus endeth the record, as written for the edification of the young. Very sincerely yours,

N. C. A.

Dear Professor Wolfe:—

I am a little dismayed at your request. When I think of the things that have happened to me in the last six years it is like asking me to outliue the history of the world beginning with the stone age. Just what you can want with the history I find it difficult to imagine. I find the names of prehistoric reptiles are useful in telling stories to my babies. Can it be that you want the mysterious titles of my mathematical papers for the same purpose? You ask for the titles of the minor as well as of the major papers. They are all minors. I write altogether in the minor key. It suits my mood best.

You inquire also as to my appearances before learned bodies. I will state at once that my appearance is not quite so graceful and slender as it used to be, but that the learned bodies are getting used to me. I remember well how one time I played a violin solo at some concert in Lincoln, years ago, and aroused attention and interest by having one shoe blacked and one not blacked. This was entirely due to a mistaken estimate of the amount of blacking in the box, or to a mistaken estimate of the amount of leather in one of my shoes. I have never deliberately resorted to such a device to attract the attention that should be mine by sheer force of intellect.

Seriously, I am glad that there is still one or two in Nebraska who remember me and would like to learn my history up to date. My history

began with my marriage in 1900 (July 12th), to Miss Clara Eunice Mitchell, at that time a student in the University of Chicago. Our wedding journey was a trip to California, where I had just been appointed to an instructorship in mathematics. Four years later I was advanced to an assistant professorship, which is my present title. I have the best department in the university to work in, and would not change my position for anything short of a head professorship elsewhere. We have the utmost freedom in all of the work and are not expected to devote so much time to teaching that we have not any time or interest left for research. As a consequence, we do manage to keep up an interest in current work in our subject and at our department meetings, which are held every two weeks. We always have some report to listen to from some member of the department, either on his own work or on the work of others. There should be a law against any person teaching more than twelve hours a week of mathematics. If he tries to do more he will shirk it and will also neglect his own creative work.

In the meantime we have been busy with a little family of four babies; two girls and two boys. Their names are: Eunice Elizabeth, Helen Mitchell, Derrick Henry, and Stephen McClellan. It is a mixed quartette, as you see, and indeed makes already a good deal of music, such as it is. I am very much interested just now in watching the results of a pianola in the home. The three older ones have already made themselves very familiar with the great choruses from the oratorios. It is as easy and as natural for babies to learn and to love that kind of stuff as to learn rag time. This is a theory that I have always held and I am accordingly gratified to find that it checks out in actual experience.

You ask as to my present interests and plans. I pay seven per cent and am planning all sorts of ways to keep my gas and light bills down to a reasonable agreement with my salary. I calculate that a few more years of the full dinner pail will see me selling my house and lot for a prairie schooner and setting out for my old Nebraska home in time to join you all in the annual picnic at the farm. It is a favorite way of spending vacation here to get a couple of burros and tramp the high Sierras. We have not done this yet because of the babies, but are fully intending to do so as soon as it is safe. We have kept quietly at home and raised vegetables. My four little ones are especially adept at raising vegetables. I have to watch them very closely.

I enclose a list of my epoch-making papers. I wish they were more widely read. It does not seem right to me that "The Asymptotic Evaluation of Certain Totient Sums" should not be in every home as freely used and consulted as "Hostetter's Almanac." But I can hardly complain. All great poets have felt the same neglect.

D. N. LEHMER,
Berkeley, Calif.

Prof. Lehmer has recently published the following articles:

"Asymptotic Evaluation of Certain Totient Sums," Am. Jour. of Math., 1900.
"Rational Triangles," Annals of Math., 1899.
"Concerning the Tractrix of a Curve, with Planimetric Application," Annals of Math., 1899.
"On the Parametric Representation of the Tetrahedroid Surface," Am. Jour. of Math., 1903.
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"Ou a New Method of Finding Factors of a Given Number," Bull. Am. Math. Soc., 1907.
"A Table of Factors of All Numbers Less Than Ten Million." Now being printed by the Carnegie Institute of Washington.
"On the Orderly Listing of Substitution," Bull. Am. Math. Soc., 1906.

Dr. Lehmer is a member of the Americau Mathematical Society, and of the Circolo Mathematico Di Palermo. He is an assistant in the Carnegie Institution of Washington. He has been appointed examiner on the state text-book committee of California.

My Dear Dr. Wolfe:—

It was mighty fine to hear from you again if only a postal. But, as we learned long ago, it isn't the largest amount of stimulus that produces the best reaction, and your card has made both Stella and myself recall very pleasautly indeed, and perhaps a little wistfully, that sweet, and already somewhat rosy past, in which you played such an important part.

The main facts in my career are very few and quite prosiac for the most part. After graduation in 1895, I went to Columbus, Ohio, and hunted up a job, and jobs were mighty scarce in '95. After a long and foot-sore experience which has made me very careful in dealing with men looking for work, I got my fingers and toes worked into the cracks in the wall. Got a job in a wholesale paper house at $3.00 per week. In about six months I was offered another job in another paper house at $7.00 per week. There I stuck, working my way slowly up the wall.

In 1898 Stella Elliott came to teach in the gymnasium of the Ohio State University. It took me until the summer of 1899 to persuade her to try a harder and more profitless job. We were married in August of that year much to the astonishment and bewilderment of my classmate and dear friend, "Sport" Elliott, '95, now commonly known as "Uncle Charlie."

In November, 1900, our first boy, Charles Elliott, was born. A little later, as we had saved a little

(Continued on Page 120)

The University Journal

Devoted to the interests of the State University and secondary education in Nebraska.

PUBLISHED MONTHLY.
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H. K. WOLFE, Editor.

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Physical Education—R. G. Clapp, Professor of Physical Education, the University.
University News—E. H. Clark, Purchasing Agent, the University.

ALUMNI REUNION

Every graduate ought to plan to attend the alumni reunion this year. It will be the most important occasion in the history of the University. Efforts will be made to organize university forces for a campaign of education concerning the most pressing needs of alma mater.

In times of adversity Nebraska has dealt most liberally with her highest educational institution. No other state has approached her sacrifice. But in days of plenty her sister states rise up and completely overshadow her. More than any other spokesmen the alumni can make clear to our people just what the condition is and just what remedy we can afford to apply. Perhaps **only** alumni can prove that the game is worth the candle. But the alumni can do nothing effectively without concerted action. There are many needs which are most pressing and far-reaching. A committee of twenty-five, authorized to act in conjunction with the Board of Regents, ought to be appointed and emboldened to represent the University Militant before the people of the state. It should not be overlooked that the most important educational factor of this state is not the present university-full of people, but the people who have in the past years thronged those halls. Give this mass some cohesiveness and set it in motion and it becomes irresistable, both inside and outside of University circles.

It is believed by many friends, both regents and alumni, that the time has come to enlarge the ground holdings near the University campus. The two blocks north and an irregular rim east and south of the campus ought to be acquired at once. It is estimated that $100,000 for this purpose should be secured during the next year. United action on the part of the alumni will bring about this result. Lend a hand.

PROFESSIONAL ETHICS

The practice of our alumni who have entered the teachers' profession is certainly far above the average. I have not heard of a single case of broken contract, though many have served at a pecuniary sacrifice, after having agreed to teach at too low a salary very early in the season. This sense of honor is as strong as can be desired.

The temptations in the path of a poorly-paid teacher are many, and they multiply as family cares and responsibilities increase. One of the most insidious is covetousness. A high school principal covets the position of his superintendent. A subordinate teacher covets the principalship. A superintendent covets the position of a better-paid school man.

Excepting only the saints, to covet is to pursue. The sense of fairness and of fitness plays small part as the stalking proceeds. It is not the destruction of the quarry, indeed, the incumbent person is **not** the quarry, that excites and blinds. It is rather the fief possessed, or in frequent cases about to be inherited.

High-minded teachers have never a doubt in such cases. Their instinct is as true here as their training has been in the ten commandments. The "night-riders" are hopelessly blind by day, and **can't** blush in the darkness.

If morality is not to be practiced, what is its value? If a man shall not reap where he sows, what is the use of husbandry? Our younger school people cannot be too sensitive on these questions. Self-interest is here most likely to dull the moral sense. Conceit and diplomacy are not always adequate substitutes for intellectual strength and moral integrity. Keep alive this finer sensibility even at considerable cost. The edge of character once nicked cannot again be ground smooth like a razor.

BOOKS & PERIODICALS

The Animal Mind is the title of the latest book on comparative psychology. It is unquestionably the best book on this subject for teachers. Dr. Margaret F. Washburn, the author, is Professor of Philosophy in Vassar College. In the preface she acknowledges that her greatest single obligation is to Professor I. Madison Bentley of Cornell University, (U. of Nebr., '95). Miss Washburn has gathered a vast amount of information, chiefly by reading, but she has supplemented this by considerable independent investigation. She brings to her task a mind better trained in psychological analysis and philosophical interpretation than any other author of a similar work. On the other hand, her preparation in physiology and experimental zoology has been less satisfactory. She is, however, thoroughly familiar with the literature and has given us most excellent results in a decidedly attractive literary and scientific form.

Most helpful to the psychologizing teacher are the first four and the last four chapters. The opening chapter is a model of clearness in exposition and good judgment in selection of material illustrating the problems, difficulties and methods of investigating the animal mind. Chapter II on "The Evidence of Mind" as inferred from behavior and structure is interesting though indecisive. Chapter III brings together the best results of all recent investigations on "The Mind of the Simplest Animals." Chapter IV deals with "Sensory Discrimination and Methods of Investigation." Chapters follow on "The Chemical Sense," "Hearing," "Vision," "Spatially Determined Reactions and Space Perception." "The Modification of Conscious Processes by Individual Experience," "The Memory Idea," "Some Aspects of Attention." Such a book carefully read and thoughtfully considered ought to change the attitude of many a teacher toward the lifeless forms observed in numerous school systems. Such a book contributes not a little to our emancipation from fetish worship.

"The Atlantic Monthly" for March contains two widely different articles, both of which are interesting and may become useful to teachers. Anna A. Rogers writes on "Why American Mothers Fail." The average mother gives too much time to her child up to its fourth year and thereafter too little. "Girls are not taught the dignity of motherhood." "Boys are not taught the duties of citizenship." American children are experiments. "Nine times out of ten, women put too much emotion and not enough judgment into both wifehood and motherhood." In most questions of conduct imitation tells the whole story. Precept without example is useless.

Edwin D. Mead discusses the relations of England and Germany, incidentally giving much interesting information concerning the latter country. Berlin for thirty years has grown faster than Chicago. Hamburg has more than kept pace with Boston; while Leipzig has doubled its population twice in the last thirty years. The great railway stations of Germany are the finest in Europe, incomparably superior to those in the great English cities. The finest of them all, the new union station now building at Leipzig, will cost $25,000,000. In industrial and technical education Germany is far ahead of England.

"North American Review," March. Perhaps the most comprehensive and interesting review of world politics is now found in this magazine, though it is true that ultra-conservatism colors all its opinions. This month are considered: The Mid Devon Election, Professions of the Labor Party in England, The King's Speech. The Russian Government's Naval Program, Shortcomings of the Third Duma: Effect of the Revolution on the Russian Orthodox Church. Father Petroff's Attack, Postponement of Reform, Revelations of the Stoessel Trial. Germany and the American Financial Crisis. The Prussian Franchise Agitation. Leading articles by Postmaster General Meyer on the Parcels Post and by Simon Newcomb on Aerial Navigation add greatly to the teacher's interest in this number.

"The Popular Science Monthly" prints in the March number an able address by Prof. A. G. Webster of Clark University on "America's Intellectual Product." This is one of the broadest-minded surveys of our progress I have read. Prof. Webster points out our inferiority to Germany in original work, and in the spirit of investigation. He laments that brick and acres are more sought after than enthusiastic devotees of science. "We should teach our pupils that the prime object of the educated man is not to make a living. * * * It is to remind the youth with whom we come in contact that life is neither pleasure nor pain, but serious business."

Some readers will be interested in the article by C. C. Batchelder in the same magazine on "The Grain of Truth in the Bushel of Christian Science Chaff."

Prof. George M. Stratton writes on "Railway Accidents and the Color Sense." So many accidents have occurred from confusion in the interpretation of colored lights, even when the interpreter was of normal vision, that some other means ought to be provided for signaling. Perhaps some form of space perception, instead of color discrimination, may be found most satisfactory.

"Educational Reconstruction of Nature," by Prof. E. J. Swift, is a most interesting article. In its last pages, all teachers even without scientific training, will find material for thoughtful consideration. "Today the great changes are social. Evolutionary conditions are pressing us toward a fundamental reconstruction of society." "While, therefore, the animal method of education is for static life—stability, with man it must be for dynamic life—change, improvement." "One of the ultimate functions of education is to develop a science of progress. The naturalistic way is too expensive." "When educators rise above mere school-mastering, social deadlocks and cataclysms will be of the past. The changes they involve will be welcomed." The current method is to impede social transitions; the intelligent course is to facilitate them." "When consciousness once becomes a factor in determining action, capacity to profit by experience is a measure of intelligence."

The High School—VII

H. K. Wolfe

Chapter XVI. Later State Systems. Social Ideals. Rise of the "middle class" and its influence on educational means. Striving for unity. Growth of state control. From district school, through high school, to University; all free to all youth of the state.

Political Ideals. Indiana constitution of 1816. Act of Tennessee legislature of 1817. Jefferson's exhortation "Let us keep our eye steadily on the whole system."

Professional Ideals. President Tappan's conception of an entire system of public education. His definition of a university.

The Beginnings of High School Legislation. The Conneticut law of 1798. Decline of the grammar school in Massachusetts. Revival in form of high school law (in towns of 500 families) in 1826. The "Akron law" of Ohio in 1847. Iowa authorized higher grades in public schools in 1849. California provided, in 1851, for public high schools on petition of two-thirds of the legal voters in any district. New York in 1864 and Maryland in 1865 authorized or permitted the use of public money for support of secondary schools. Other states allowed such schools without specific authorization.

The Kalamazoo High School Case. Questions involved; Cooley's decision based on state's policy implied in previous acts, from 1817 down. Instruction in public schools not restricted by precedent, constitution or law, if the voters consent to levy the taxes for such purpose.

Recent Extension and Regulation by States Massachusetts requires districts not supporting high schools to pay tuition of such pupils as attend high chools in other districts (since 1891). New York's highly centralized system. Method of state aid in New York. Control by regents of entrance and graduation requirements, by examination and inspection. The Wisconsin system, state aid to high schools, industrial schools, agricultural, manual training, domestic science. Minnesota state high school board. All state high schools free to all pupils in the state. Apparatus made at penitentiary.

Chapter XVII. Recent Tendencies

Factors in Course of Study. Efforts to adjust high school to schools above and below them; to changing needs of American life; to individual capacities of students. Great influence of college entrance requirements upon courses of study in high schools.

Entrance Requirements in 1860 to A. B. Course. Latin, Greek, arithmetic, geography, English grammar, algebra, geometry, ancient history. Modern history, physical geography, English composition, physical science, English literature, and modern language were added before 1875. Effect on requirements of degrees B. S. and B. Ph. The accrediting system introduced by Michigan. California and Nebraska systems. The Indiana State Board system. Progress of eastern endowed colleges toward uniformity and co-operation in examinations.

Report of Committee of Ten. Plan, purpose, means of attack. Influence. Report of committee on college entrance requirements. College Entrance Examination Board.

Chapter XVIII. Recent Tendencies. (Continued)

Denominational Schools of Private Foundation. The Flushing Institute under Dr. Muhlenberg. St. Paul's School, Concord, N. H. The Shattuck School, Faribault, Minn. The Jacob Tome Institute, Maryland. Catholic Schools—Catholic University of America.

Manual Training Schools. Y. M. C. A. schools. Pratt Institute. Cooper Institute. Drexel Institute. Wharton School of Finance. High Schools of Commerce.

Recent Development of New York High Schools. DeWitt Clinton, Wadleigh, Peter Cooper, schools. (Many others now in operation).

Interest in pedagogy of the High School. Study of Adolescence. Adapting the work to the pupils.

Questions

I. Influence of democracy on school systems.

II. Influence of Universities on lower schools.

III. How may country boys and girls obtain free high school instruction in Nebraska?

IV. How have other states solved this problem?

V. What are the main pedagogical problems of the high school, and how are they to be investigated?

ALUMNI LETTERS

(Continued from Page 117)

money, we tried the experiment of helping a friend start in the manufacturing business. I was made president, although still sticking to the paper business. From this experiment we retired rich in business and a little ahead in capital—mighty little. In 1903 our second boy, Robert Elliott, was born.

Three years later we determined that the time was ripe to strike out independently for ourselves. In 1906 I came to New York, formed the Canfield Paper Company, and we proceeded to lay siege to the Metropolis of the World.

It is a pretty big job, and we haven't finished yet. But we are alive and well and happy, living in a charming suburb in the Westchester Hills. We have two fine boys going to a good public school, and get a lot out of life. We both work pretty hard, but we find time for a little reading, some good music, and we have not forgotten how to dance or play whist and tennis. That's about all. As for the world as I see it, that I had rather talk over with you. I am full of that subject and you are the one man with whom I would want to discuss it. But I do not believe I could write it.

With kindest regards to you all from both Stella and myself.

Yours very truly,
JAMES A. CANFIELD.

Jesse P. Rowe, '97, A.M. '03, Ph.D. '06, has been for eight or nine years professor of physics and geology in the University of Montana. He created this department and has seen it grow from nothing to one of the strongest departments in that thriving institution; his classes now numbering nearly one hundred students. On the completion of the new building next September his department will occupy one entire floor and about half of another floor. Besides Dr. Rowe, the department now requires the services of one instructor and two assistants.

Dr. Rowe is particularly interested in economic

geology. He has done much work in mining geology, both in Montana and Idaho. His recent publications deal chiefly with the Montana deposits of coal, gypsum, and clay. Four illustrated articles on "The Clay Industry of Montana" have been published in **"Brick,"** Chicago. Two illustrated articles, "Montana Gypsum Deposits," and "Montana Coal Mines," were published in **"Mines and Minerals."**

An illustrated article onn "The Coal Industry of Montana" appeared in **"The Mining World."** Two illustrated articles, "Montana Gypsum Industry," and "Montana Coal and Lignite," were published in **"The Engineering and Mining Journal."** An illustrated article on "The Cour d'Alene Mining District" was published in **"Mines and Minerals."** Two University of Montana bulletins have been put out by Dr. Rowe, one on "Montana Coal and Lignite Deposits," 1906, and one on "Some Economic Geology of Montana," 1908.

Dr. Rowe hopes to install at the University of Montana a modern testing laboratory. He will continue his studies in the metalliferous ore deposits. During the summers he conducts the University Geological Survey or assists in the United States Geological Survey, working on the coals of Montana and classifying mineral lands.

Dr. Rowe is a member of numerous national scientific societies, as The American Association for the Advancement of Science, The National Geographic Association and others. Last December he was elected president of the Montana State Teachers' Association. He has done graduate work in the University of California and in Chicago University, besides finishing up his work for the doctor's degree in the University of Nebraska. He takes a deep interest in all public affairs in his home state and city, and his counsel is sought on practical matters, even outside the line of his special studies. In spite of professional and public interets, Dr. Rowe is a home lover, and spends much time in company with his estimable wife and two children, a boy of four years and a girl of six years.

The following letter, written on Thanksgiving day to Prof. C. R. Chatburn by Dr. Francis F. Tucker, '94, will interest hundreds of alumni who have known either Dr. Tucker or his wife, Dr. Emma Boose Tucker, '96. Dr. Tucker and his wife are medical missionaries in China:

P'ang Chuang, Te Chow, Shantung, China,
November 28, 1907.

Dear Professor Chatburn:

Engineering work of all kinds in China is almost nil, yet there is a beginning, though of course there are many foreigners (especially French and Belgian) who are in railroad engineering. In the last five years great advances have been made, and now the construction and engineering of the line from Peking, which will some day creep across the Desert of Gobi into Russia, is entirely in the hands of Chinamen. Last summer I visited Shansi Province,—ten days in the saddle over six ranges of mountains. However, on my way back (Mrs. Tucker and baby accompanying me after a summer there) we came much of the way, though by a different route, over the newly constructed railroad, the first in that great province, where China was born, and where anti-foreign feeling has been so strong, as evidenced in the murder of more than one hundred and sixty foreigners in Boxer times. I have seen a little of the railroad work in the United States, but I think nothing to equal the splendid construction of this line. It is known as the Chengting-Taiyuenfu Line, starting at a junction with the trunk line from Peking to Hankow and ending at the capital of Shansi, some one hundred and eighty miles distant. It is a meter gauge, splendidly rock ballasted, with its thirty-four stations as neat as one would wish to see. French engineers have been in charge, though of course the work has been done by the Chinese under their direction, nearly all being contract work. The line was formally opened a few weeks ago, though when we were on the work a year ago there was much yet to be done. Men, men, men, everywhere, and a wheelbarrow nowhere, and yet no more rare than a scraper. A gang of men to the number of perhaps two hundred stopped us one day as we rode along the line on our horses, and in a language which proved to be an attempt at French begged me to give them work, as they had nothing to eat for two days. They supposed I had something to do with the work. Men were plenty, and the ordinary laborer got about ten cents a day; stone masons and some others fifteen cents. Rock (granite) there was a plenty over most of the line and many of the over eight hundred arched stone bridges were not only beautiful to see, but showed fine workmanship as well.

Cement was used, I noticed, though not very freely. Lime was burned most anywhere along the way, though carried long distances if limestone was not to be had. For "long haul" little cars and portable tracks were used, the pushing and pulling all being done by men, with a rare little donkey now and then for spice. Sometimes in the mountains we would meet sections of this little railroad strapped to camels or mules, destined for the front, and our own mule train had to stand aside for them to pass,—for this is one of the grand old China trails and carts and wagons are certainly out of the question. The trail is so much used that camels as a rule take possession at night and other traffic by day— a steady antlike stream by day and night for almost numberless centuries. The railroad will change all this. I was reminded of the time, now over twenty years ago, when it took two months to get two boilers from the then end of track of the Northern Pacific over the terrible so-called roads to the Cascade Tunnel At the same time that this Chinese rate of travel was noted I saw four or five poor Chinamen walking over the same sixty miles to get work at that Northern Pacific Tunnel, and guarded by some eight mounted guides. The tables are turned, and whenever the foreigner will accept soldier guards in troubled parts of China he is amply provided.

Some of this railroad is through the wonderful loess soil, which in the natural formation as seen today presents a remarkable vertical cleavage. I have seen absolutely vertical cliffs of loess three hundred and more feet high. Through such soil the excavations of the Taiyuenfu Railway, at least the large excavations, are made in a series of benches, each inferior bench being narrower than the superior, so that the sides of the "cut" look like a huge pair of stairs—Which in view of the formation, will likely stand better than a slope. There are nineteen tunnels on this short line, most, if not all in solid rock, though they are quite

short. This should certainly explode the tradition in other lands that the Chinese will not dig into the ground for fear of letting the demons out. There must have been a lot of digging in the past The grade of the road is heavy, though I will not venture a guess as to the gradient. The rails seem heavy for such a guage, but doubtless none too much so for the excellent heavy (imported) rolling stock. The railroad shops at the end of the line are certainly a marvel for China—and would be a credit to any land. To be sure the foreign engineers are responsible for all this, but the Chinese in those shops are not only learning, but they have mastered much. Iron founderies are a part of the equipment. This little railroad, it must be remembered, taps the richest coal and iron fields in all the world. These immense industries are totally undeveloped, and in China's present state of mind she will allow no foreign syndicate to enter into the inheritance. Such a stand merely postpones the day of great industrial activity and commercial development, but in a few days or years China is to be reckoned with, and the nations of the world will be a little less inclined to dictate. It is a matter of much regret especially to the increasing number of Americans in China (including at least six University of Nebraska graduates) that in a manner not altogether creditable was the American concession for railroad building sold to another nation. But I'm wandering, and verbose. The line I am speaking of has tackled and solved most problems of railroad construction, and in three years the line is done—and it will pay. Now one may go from Peking to Taiyuenfu in two days or less, whereas before the road, with its seventy odd iron bridges was built it took half a month of weary toleration of mule-litter or slightly more rapid horse-back travel. On one frosty morning we rode for several hours on a flat car of a construction train and greatly enjoyed the beautiful scenery, which is yet majestic despite, the fact that centuries ago the timber was all removed. The curves were sharp and many, and the engineer and conductor, Chinamen, of course, seemed bound to find if there were any weak places in the track. There is loose railroad work in China, far too much of it, but the line I have mentioned demonstrates that superior workmanship is possible. No attempt is made to break speed records, or at least a speed of over forty miles an hour is rare.

Other roads are being built in China, and many more are on paper, but China's determination to allow the foreigner to do none of it (except in her employ) is just now checking the iron horse—and said horses, by the way, are now being made in China. There is every reason to believe that the next thirty years will see nearly as great a development along railroad lines as has been the case in the United States in the last generation. It may be a little slow, for China is bigger than anything else on earth(as to numbers), but the China tortoise will yet win the prize.

Sincerely, FRANCIS F. TUCKER.

NEBRASKA'S INTERCOLLEGIATE DEBATERS

Few schools have enjoyed as sudden rise into fame in any line of work as the University of Nebraska has experienced during the past few years in the field of debate. The representatives of our school have been men of high character and among the brainiest and most successful men of the school. Their subsequent careers have justified the promises of their school days. Some facts regarding a few of them are presented below.

Charles M. Bracelen, '02. Lawyer, St. Paul, Minn.—Teacher of history, argumentation and debate, Lincoln high school, 1902-1903; head of department of history and instructor in debate, Omaha high school, 1902-1906.

Emory R. Buckner, '04. Assistant United States district attorney, New York City.—Elected editor "Harvard Law Review," L. L. B., Harvard, '07, with honors. University scholarship, 1905-1907.

Frank B. Builta, '08.

John L. Clark, 05. Harvard Law School.

Merton L. Corey, Law, '07. Lawyer, Pierce, Neb.

Charles P. Craft, '03. Law, '04. Lawyer, Auburn, Neb.

Neil M. Cronin, '04. Teacher, history and debate, Lincoln High School, 1903-1907. Lawyer, Minneapolis, Minn.

John C. Doubt, '03. Electrician, Tacoma, Wash.

Robert I. Elliott, '10.

Martin L. Frerichs, Law, '08. First-year prize, College of Law.

Samuel C. Hawthorne, '02. Mining, Santa Fe, New Mexico.

Alvah C. Hough, '06, Law, '08. Bryan Essay Prize. Teacher, argumentation and debate, Lincoln Academy, 1906—

Frederick M. Hunter, '05. Class orator. Superintendent of schools, Ashland, Neb. Teacher of mathematics, Lincoln High School, 1903-1905. Superintendent of Schools, Fairmont, Neb., 1905-1907.

William R. King, '08. Editor, "The Daily Nebaskan."

Richard C. James, Law, '04. County attorney, Falls City, Neb., 1905—

Charles A. Kutcher, Law, '03. County and prosecuting attorney, Sheridan, Wyo.

George A. Lee, '03. Law, '05. Edward Thompson Company Prize. Deputy prosecuting attorney, Spokane county, Washington. Instructor, argumentation and debate, Lincoln High School, 1905-1906. Author, various articles in "The Westerner," "The Coast," "The Central Law Journal," Albany "Law Journal," and "Law Notes."

Albert M. Levy, '07, Law, '09.

Burdette G. Lewis, '04. Head statistician, public science commission, new York City. Scholar in economics, University of Wisconsin, 1904-1905. "Andrew D. White fellow" in political science, Cornell University, 1905-1907. Bureau of Commerce, Washington, 1907. Author, "Our Relations With Latin America" (Journal of Political Economy, Dec., 1906.)

Louis C. Lightner, Law, 04. Lawyer, Columbus, Neb. Nominee for regent of the University, 1905.

Earl M. Martin, '06, Class Orator. Editor, "The Sun," Beatrice, Neb.

Thomas A. Maxwell, '03. Minister, York, Neb.

Joseph C. McReynolds, Law, '03. Teacher, Government Science, Manila, P. I.

Walter F. Meier, '03, Law, '03. Lawyer, Spokane, Wash. Principal, South Bend., Wash., High School, 1903-1904; teacher of English and debate, Spokane High Shcool, 1904-1906. Author, "What Attitude Should the Government Assume Toward the Forests?" (Amer. J. Sociol., Sept., 1906); "Will There Be a New State—Lincoln?" (The World Today, April, 1907), and various articles in "The Coast," "Central Law Journal," and "Law Notes."

Clyde C. McWhinney, '08, Law, 08. First-year prize, College of Law, 1906.

Cecil C. North, '02. Director religious work, Y. M. C. A., Grand Rapids, Mich. On University of Chicago debate team against Northwestern, 1904; Yale Divinity School, 1903; Chicago Divinity School, 1903-1904.

John N. Norton, '03. County clerk, Osceola, Neb.

Guy M. Peters, '03. Lawyer, The Temple, Chicago, Ill. LL. B. with honors, Harvard, 1906. Faculty Scholarship, 1904-1906.

Frank A. Peterson, '05, Law, '10. Passed Rhodes Scholarship examination for Oxford University, 1904. Fellow in Greek, 1905-1906. Principal, high school, Creighton, Neb., 1906-1907; teacher, Latin, argumentation and debate, Lincoln High School, 1907—

John D. Ringer, '03, Law, '05. Assistant city attorney, South Omaha.

Samuel M. Rinaker, ex-'10. Nebraska Rhodes Scholar, Oxford University.

Ira Ringer, '04. Lawyer, Chicago, Ill. LL.B., Harvard, '07. Author, "On the Crises of 1837, 1847, and 1857, in England, France, and the United States," (University Studies, April, 1905.)

Charles A. Sawyer, '06. Harvard Law School.

Charles A. Sunderlin, '07. Class Orator. George Washington University Law School, Washington, D. C. Winner of the inter-society debate prize, George Washington University.

Joseph M. Sucusen, '08. Class orator.

John F. Tobin, '03. Lawyer, Salt Lake City.

Byron E. Yoder, '08.

Lawrence J. Weaver, '10.

Mason Wheeler, '06. Columbia University Law School, New York City.

A REVISION OF CERTAIN COURSES IN CHEMISTRY

S. Avery

For the past three years the staff of the department has endeavored to increase the efficiency of its work without adding materially to the expense of maintaining the department. Hence certain courses no longer demanded by local conditions, such as "Sugar Chemistry" have been dropped. In order to meet new demands other courses as the "Teaching of Chemistry" and "Dental Chemistry" have been added. Electives in the "Chemistry of Foods" and of "Nitrogen" have been given during the present year. These courses are designed to be of special benefit to those fitting themselves for positions on boards of food inspection, for students of medicine, domestic science and for anyone especially interested in physiological chemistry.

The attempt made a few years ago to make it possible for the student to receive training in quantitative analysis earlier in his course than could be given under former conditions, has proven entirely satisfactory. During the summer of 1907 all of the young men who could be recommended as skillful analysts found opportunities for commercial analytical work at satisfactory wages, with opportunities to acquire valuable practical knowledge of chemical processes. It is now proposed to bring the work in quantitative analysis into the course still earlier. The training in qualitative analysis in courses 1 and 2 has been found sufficiently strong so that 5 and 6, formerly given as three hours each, can be reduced to a two-hour course for one semester and the student is permitted to register for course 7 (quantiative analysis) either semester and as early in his course as his individual requirements may demand.

The work in 3 and 4 has been thoroughly revised. A new laboratory manual suited to our local conditions is in preparation, but no changes in the time requirements are contemplated.,

The most radical changes for the coming year will appear in the announcement for courses A and B. Heretofore A has been practically a preparatory course, while B will in the future represent strictly college work (three hours per semester). Previous training in chemistry will not be required, but the student will be expected to have sufficient maturity of mind to pursue a college course with profit. The ground covered will be general chemistry, including the non-metals, the metals, a brief consideration of common organic compounds, the application of chemistry to everyday life and the chemical knowledge every cultured person should possess. The course will be especially adapted to the needs of the students in the academic college and in the teachers' college.

Students from the high schools of the state who present two credit points in chemistry will enter Chem. I as heretofore. Those desiring to enter the industrial

college, who are deficient in entrance chemistry credit points, will have the opportunity to register for a course similar to the present A at the Lincoln Academy. During the second semester 1 and 2 will be given in the University as a combined course similar to the present B.

Courses 23 and 24 (three hours each) which have been given heretofore, for the benefit of the electrical engineering students will in the future be condensed to a two-hour course for one semester and be required of all engineering students. This course will be given the first and repeated the second semester, as there is not sufficient room in the laboratory to provide places for the engineering students during a single semester.

Effort is being made constantly to strengthen the work in research both among the graduate students and the more advanced and especially gifted undergraduates. The names of two students of the department will appear in the list of contributors to the Journal of the American Chemical Society for April.

A NEW MANUAL FOR SCHOOLS

Frederick A. Stuff

"Elements of Literature and Composition," a manual for schools, by Dr. L. A. Sherman, has just come from the press of The University Publishing Company, Lincoln, Nebraska. It is comprehensive and unique in adaptedness to the adolescent for the purpose of quickening interest and developing a proper appreciation of literature and its relation to life, enabling a thorough preparation for the study of literary history. No less striking is the provision for the complete mastery and practical use of the elements and modes of composition in standard English. The illuminating and instructional qualities of the subject matter are marked characteristics.

The serious purpose of the author is easily discerned from the preface: "It is believed that most teachers of English are ready to devote to literature and rhetoric the same kind of intensive study that chemistry and mathematics have been found to require. The time seems ripe for taking criticism out of the now very meagre list of **a priori** subjects. People are inclined to discredit critics and teachers of literature who say, in effect, 'This is a good book, it pleases me,' or 'This book does not please me, it is not good at all.' The thinking public is beginning to ask, 'Ought you to be pleased when you are pleased with a given book?' 'Have you other than personal reasons for condemning, when you condemn?' 'Why do you not give your reasons, like doctors, lawyers, consulting engineers, and other experts?' To answer these questions, by appeal to self-evident principles, so that authors and critics and readers may understand each other, is to make criticism scientific. The present textbook aims to furnish an elementary contribution to this end. * * * To train the pupil to recognize literary values at first hand, and to open to him the literature of life, on which the literature of books is founded, is one of the objects of the manual in hand. Hardly less its purpose is to develop the pupil's power of discerning and appreciating exalted sentiments and character. There is as much need of training the mind to discern character and motives as of the eye to distinguish excellencies and defects of form; for our successes and failures in the things of life depend largely upon the right judgments of men and women, and of their sentiments towards us and towards each other. Finally, it is in part the purpose of this work to enable correct and effectual expression of meanings discovered in such nature-study of common people and common living. * * * The student, to be trained in literature, does not need new or more striking materials, from books, to begin upon: he should rather be assisted in identifying and interpreting ordinary qualities and values, in life, as seen daily all about him. Similiarly, to compass written power of expression, he must discover and develop the oral power that he has already. He

should be taught how to make the thoughts and perceptions of his mind, by imaginative appeals and like expedients, 'objective,'—a principle of expression now put forth in Germany as the law of development in all literatures. * * * The book is thus not intended to supersede any other work in rhetoric or literature, but rather to precede a good working manual of either kind."

A careful examination of the contents of the manual will disclose the availableness of the subject matter for use in the literature and composition classes of the four high school grades. Each chapter suggests interesting and extensive investigation and practice. Stimulating exercises follow the treatment of each topic which the teacher can use to great advantage. But the book is not weighted with irrational helps. Ample provision is made for calling forth the original and independent efforts of the teacher and pupils. A glance at some of the most important chapter headings will suggest the nature and scope of the book, "Words;" "Mental and Spiritual Senses;" "Phrases;" "Figures;" "Characterization;" "Meter and Rhyme;" "Literary Diction;" "Description and Narration;" "Exposition and Argumentation;" "Standard English;" "Literary Elements and Modes."

For months past the manual has been expectantly awaited by teachers in Nebraska, Iowa, Wisconsin, South Dakota, Washington, Oregon, Wyoming, Kansas, Oklahoma, Tennessee, and Missouri. Recently the Nebraska Reading Circle Board adopted the book when selecting the list of required readings for the teachers of the state.

Suggestions in Regard to History

3—THE EQUIPMENT AND ITS USE

H. W. Caldwell

In the preceding numbers we have made some suggestions in regard to the preparation of the teacher of history, and the place and importance of history in the curriculum. In this study it is the intention to note briefly the amount and character of the equipment that should be provided, if the subject is to be properly and adequately presented. Maps and atlases must be available, and kept in constant use. A good physical map of each country, as its history is presented, ought to be present in order that the influence of climate, rainfall, etc., may be made evident; also the mountain, river, lake and valley systems should be discussed in their relation to products, settlement and transportation. Products hence interests so largely control a country's development, that the constant reference to a physical map must be made in order to get this set of facts and principles well and clearly fixed in mind. Then there should be good political atlases; and if there can be one for each important change in a country's boundaries and internal transformations, the work will be made all the more significant. In case such a series of progressive maps is beyond the means of the school, then there is only one thing to do, viz.: make them. A very few dollars invested in outline maps, and some colored inks procured, suffice when joined to the time necessary to color the maps. Lastly, small maps, placed in the pupil's hands, from time to time, to be developed by them, afford the means to fix many of the most important historical problems in mind, as well as to make them more definite. Then to sum up—physical maps, political atlases, and small class maps are essential to the best history teaching, and should be a part of every school's equipment.

In the future also pictures will play an important part in the best teaching. Cuts of household furnishings, of farm implements, of manufacturing processes and of means of transportation in addition to photographs of great men and great scenes ought to be provided. In the larger schools stereopticon views may be introduced from time to time to add zest, interest and a clearer understanding to many questions under discussion.

However, a fair collection of books, the

very best ones only, in each field must be available in every school where history is taught. In no case can the work be done in accordance with the best modern methods where only a single text is used. The Central High School Association believes that the minimum requirement should be twenty-five volumes each for Greek and Roman history, twenty-five for mediaeval, fifty for English and modern, and seventy-five for American history. About one-fourth of these works should be sources or collections of sources. Every pupil should form the habit of reading effectively in more than one author. Interest, varying points of view, and the widening of the horizon come from dipping into details and working out results to a limited extent by each pupil for himself. The latter can only be secured where wider information is available than can be found in any school text. Some sacrifice of definiteness even may be advised in order that other faculties than memory may be brought into play. When the single text is memorized, greater fluency may be secured, but at the expense of permanency and understanding. In providing the library facilities named above, great care in choice should be made, and in some cases at least, duplicates of a few of the very strongest works may well be provided. Especially is it true that source collections should be provided in sufficient number so that occasionally a class study may be made to illustrate two points primarily: (1) how history is written, and (2) how to prepare a manuscript in harmony with modern conceptions, giving attention to foot-notes, abbreviations, and form. Such work is a part of scholarship and affords a valuable training. Without a library all of this class of work is impossible. In my next article I shall try to suggest a definite equipment that may in part fill for American history the ideal here set forth.

THE TEACHERS' COLLEGE

E. Benjamin Andrews

The University regents' last biennial report contained the following:

"We must offer greater inducements to prospective secondary teachers to enter the University rather than seek training elsewhere. Our work in education is held in high esteem, but thus far we have not developed it as the needs of the teaching profession in Nebraska require. We hope forthwith to remedy this lack, widening our excellent department of education, adding a model high school for practice in secondary teaching, and utilizing our strong facilities in general and educational psychology and our unparalleled resources for departmental supervision, so as to create a first-rate teachers' college."

Agreeably to this declaration, the regents on February 14 enacted as follows:

1. The department of education in the University is erected into a teachers' college.

2. The aim of said college shall be, while dealing with the history, theory and practice of teaching generally, as the department of education has heretofore done, to improve the quality of the teaching in secondary schools in particular, and to provide thoroughly prepared teachers for said schools. It will not deal primarily with grade pedagogy.

3. Professors Luckey, Wolfe, Davisson and Reed, together with the chancellor, are made the initial faculty of said college. Other professors and instructors may at any time be assigned to the same by vote of the board.

4. The direction of the teachers' bureau, that of the summer school, the editorship of the University Journal and the inspection of high schools shall be functions of the teachers' college.

5. The School of Agriculture and the School of Mechanic Arts will serve as model secondary schools to the teachers' college. Other model schools, one or more, will be provided as soon as feasible, by co-operation with the Lincoln school board or otherwise.

6. Said college is charged with the duty of developing the work of instruction in

agricultural pedagogy provided for by the so-called Nelson amendment, which became law at the end of the Fifty-ninth Congress.

The necessity for such a move is pressing.

February 7, 1908, State Superintendent McBrien wrote to the Board of Regents as follows:

"Permit me to give my unqualified endorsement to the action taken by your honorable board to establish a Teachers' College in connection with the University of Nebraska. The legislature of 1905 passed an act providing for a more uniform, impartial and higher standard of scholarship in the certification of teachers. We have found it difficult to meet the easier provisions of that law in the certification of county teachers. The most rigid requirement of said law is that relating to the qualifications of high school teachers. This went into effect September 1, 1907. The law on this point reads:

"'On and after September 1, 1907, no person shall be granted a certificate to teach in the high school department of any high school district or in the high school department of any city school district in this state who is not a graduate from a regular four-year course of a college or university, or a graduate from the advanced course of a college, university, or normal school in this state authorized by law to grant teachers' certificates, or who does not hold a professional state certificate obtained from the state superintendent on examination before him, or a committee appointed by him as provided by law.'

"It will be exceedingly difficult to find high school teachers in sufficient number to meet the requirements of this law without the assistance of every educational agency in Nebraska. It now takes in round numbers 1,000 high school instructors, including high school principals and city superintendents, to supply the high school departments of our public schools in this state. Among our country teachers we lose from our teaching force about one-third every year. From the ranks of our high school instructors we lose at least one-fourth from the teaching profession every year. This means that we must find somewhere, somehow, at least 250 teachers with collegiate scholarship to fill the vacancies that occur in our high school teaching force every year.

"Therefore, you will readily understand how this department, how boards of trustees of high school districts, how city superintendents and high school principals will welcome the undertaking you have launched in the establishment of a teachers' college at the University. I promise you every assistance this department can render in making this enterprise a success from the beginning. In my opinion it is entirely conservative to say that you will have 500 prospective teachers in this college within three years, and that within five years you will have 750 students, and that within ten years from the date of its establishment you will be training at least 1,000 prospective teachers. This is my hope, this is my prayer, this is my faith in the future of our great University.

"Therefore, I trust nothing will prevent you from organizing and establishing this college at an early day, as the need for it is so imperative."

This position of Superintendent McBrien seems to me sound. In addition to his arguments is the necessity of providing at the University first-class facilities for the training of teachers in agriculture. The demand for this is great, and pending legislation in congress will increase it. It would be a shame on the University, with its splendid plant for agricultural education, the only at all complete one in the state, to withhold its help in this crisis in the progress of agricultural education.

E. BENJ. ANDREWS.

For Teachers of Rural Schools

SUMMER SESSION—UNIVERSITY FARM

A. E. Davisson

The rural school division of the University Summer Session begins on the 8th of June. The classes of this division will be held at the University Farm and arrangements are being made by which as many of the lady students as possible may be furnished with room and board in the fine new Home Economics building which is almost ready for occupancy.

This is the first attempt on the part of the University to prepare teachers for work in the rural schools. Since agricultural education has come to occupy such a large place in educational thought, the University has felt itself responsible for offering instruction such as will result in imparting to the teachers of rural schools ideals awakening them to the fact that agricultural environment should be carefully studied in order that rural communities may experience an improvement not only in crop production but also in those things which bear direct relation to home life, to beauty on the farm, to comfort in farm houses and farm buildings.

City and town schools have no trouble in

giving to their students ideals concerning life, but the ideals given generally point the student to the higher life which he or she lives who becomes conversant with the so-called culture studies. Only recently has it begun to be thought that vocational training has any place in the schools. It is especially true that the attitude of pupils in the rural schools toward the farm and toward the rural community has not been given the serious consideration which it should have. If teachers in the rural schools were in full sympathy with the ideal rural community environment and were to take pains to cause this ideal to become a part of the mental constitution of the pupils in such schools, there would be just as much enthusiasm for agriculture as a vocation and just as great a desire to live the ideal country life as there now is in the minds of young men and young women for engaging in vocations which bring them into contact with what they consider culture in the highest form. In other words, the pupils in the rural schools should be given such a mental constitution as will make them look upon their environment with just as much pride and with just as much of a desire to spend their lives in rural communities as that which characterizes the city boy in regard to the life which he expects to spend wholly in urban surroundings. The University realizes that this mental attitude of pupils in rural schools is a thing of supreme importance and therefore the University expects to give a large part of its energy to the preparation of teachers who will have a friendly sympathy with agricultural vocations and who will possess such knowledge as will enable them to make the pupils in the rural schools proud of the fields, the forests, and the streams by which they are surrounded. To prepare teachers to do this is the object of the rural school division of the summer session. Four subjects, agronomy, agricultural economics, rural sociology, and horticulture will receive special attention. The men in charge of these subjects have studied them with especial reference to the needs of the rural school teachers.

The University Farm is, in a large degree, an object lesson as to what should be the appearance of the grounds about the school building. It has laboratories in which can be given the best training possible.

While formal instruction in live stock and dairying will not be given, yet a great deal of material incidental to these subjects will be worked in. Hence the teachers who come here will go back to their rural school communities filled with an enthusiasm for agricultural subjects that will put them into close sympathy with the patrons of their school and thus get from the parents of the children whom they teach, a support which cannot otherwise be had.

Besides, the commodious buildings of the University Farm, the comforts that those who are quartered in the Home Economics building will have at their disposal, the beauty of the surroundings, the many interesting points in Lincoln and vicinity, can but make the session a time of great enjoyment and of great mental growth on the part of those who attend.

In addition to agricultural instruction, there will be offered instruction in arithmetic, algebra, reading, English, geography, physiology, and history. The length of the session has been determined with special reference to compliance with the law specifying that those who attend a summer school for eight weeks shall have certain favors granted them by their county superintendents.

It is hoped on the part of those who are in charge of the summer session that this new departure in the training of teachers will be given a hearty welcome. The University is in sympathy with the whole state. Its duty to all classes is a matter to which the Chancellor and the Board of Regents give the most serious consideration, but having offered these unusual facilities for teachers of the rural schools to get the training which will make them most efficient in their respective fields of labor, the University hopes that on their part there may be such high appreciation that the University Farm may have a thousand students this summer, each one anxious to prepare herself for giving to the pupils of the rural schools just those things which they will need in rural life.

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ALUMNI NUMBER

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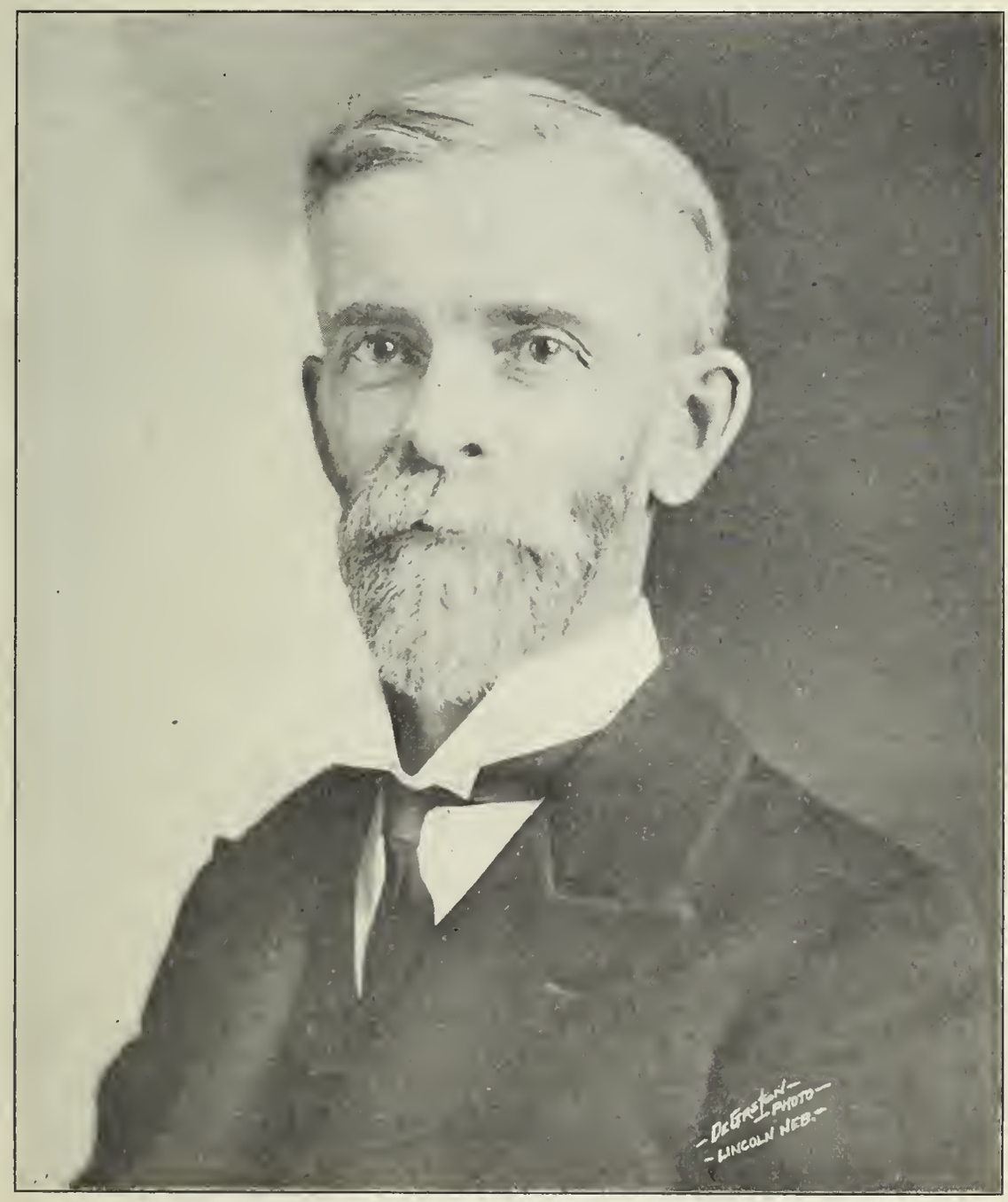

HOWARD WALTER CALDWELL A. B., '80, A. M., '94.
Professor of American History

PROF. H. W. CALDWELL

Nearly thirty years ago Howard W. Caldwell entered the University of Nebraska as a student from Nemaha county, whither he had come with his parents only a few months before. With the exception of four years spent in teaching, or in studying elsewhere, he has been connected with this institution since that time. His services to the state began with his entrance into the preparatory department. For nearly five years he set an example of what a student should be. He took a lively interest in all University affairs, including athletics, in which he excelled in running and wrestling. His endurance and strength of grip were remarkable. He made his own way through school and yet maintained almost invariably the leadership in his classes. His cheerful dispositino and helpful fellowship placed him in the front rank of those students who are remembered by early attendants upon the University. In literary society, in college paper, in all student affairs he was an active participant, and in his last years a recognized leader.

Professor Caldwell graduated in 1880, and served one year as principal of schools at Geneva, and another year as principal of the Lincoln High School. He then entered Johns Hopkins University for graduate work. Here he soon attracted attention by his capacity and passion for thoroughness. Prof. H. B. Adams said of one of his examination papers that "it was the most accurate and complete of any paper he had ever read on that subject." This judgment of excellence was corroborated by Cornell professors to whom the whole set of papers was submitted by Professor Adams. Here were formed acquaintance and friendship with Prof. Richard T. Ely, who exerted no little influence on Professor Caldwell's early economic and sociological views. Dr. Ely has in later years manifested in various ways a high appreciation of his former pupil's attainments.

At the end of one year, with the doctorate almost at hand, Professor Caldwell was unexpectedly elected instructor in Economics at Nebraska. With regret he gave up his plans, fully expecting to return and complete his work, and began his salaried service in the University of Nebraska in September, 1883. With rarely an omitted exercise, this service has been continuous, including summer schools with and without pay. In vacations he has studied nearly all parts of the United States on the spot, and has spent one summer abroad. It is understood that he hopes soon to realize a long-cherished plan of spending a free year with his family in the old world.

It has been the lot of Professor Caldwell to develop many historical courses, teach them successfully a few years, and then turn them over to assistants. But during all this time he has held steadfastly to at least one of the main courses in United States history. Civics, Jurisprudence, and Politics have successively swarmed from the parent hive. Many other related lines have been developed and yielded up to other departments as the growth of the University made possible great specialization.

The value of a teacher's work is best attested by his students. It is common belief among alumni that no other teacher in Nebraska has influenced as many young people to as great a degree, both in their school life and in later life, as has Professor Caldwell. Among his special students who have acquired eminence may be mentioned Dr. George W. Botsford, Dr. Frank Philbrick, Prof. A. S. Harding, Prof. L. E. Aylesworth, Prof. H. R. Tucker, Governor George L. Sheldon, Congressman E. M. Pollard, C. N. Hines, E. C. Henry. Hundreds of successful high school teachers during the past twenty years owe him more than they owe any one else. It is impossible to say how many thousands of students have attended his classes, certainly more than any other instructor in the University has enrolled. And yet all his work has always been **elective.**

After all, it is what a man is that enables him to do what he does. Professor Caldwell can't help being helpful to his students. His delight is in the law of usefulness to those who seek him. From eight o'clock in the

morning till six o'clock in the evening he is in class-room or office. He is working, but his office door is always wide open. He devotes his life to his students, and yet between times he thinks, works out new lecture courses, writes books and prepares public addresses. His conduct is an excellent illustration of his theories, a splendid example of the simple life, and of old fashioned democracy. Unquestionably he has been for years the most popular instructor in the University. His associate instructors counsel with him gladly. His judgment on larger academic questions is pretty sure to be right. His work on committees is painstaking and thorough. He has greatly influenced the development of University ideals. He is well balanced, but is sometimes thought to be too conscientious. In the business world his opinion is valued. Here alone, perhaps, he ranks with the conservatives. His good judgment in financial matters has caused his associates in the American Savings Bank to choose him as secretary-treasurer. For many years he was secretary of the Nebraska State Historical Society and planned most of the accomplishments of that organization. He touches the world so sanely in so many places that it is impossible to characterize him briefly. We may call him a broad-minded, practical idealist, or an altruistic optimist, but he will like it best if we merely say he is an honest man who loves his fellows.

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Territorial Expansion of the United States. 1900.
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History of Higher Education in Nebraska. 1902.
History of the University of Nebraska (in Nebraska Historical Society Publications). 1897.
Life of Henry Clay. 1899.
Civil Government of Nebraska (in Peterman's Civil Government of U. S., Nebraska Ed.). 1903.
Articles on Government of United States (a series in Chicago Record- Herald). 1901.
Review of Miss Hill's "Liberty Documents" (in American Historical Review). 1905.
Various minor reviews and short articles.
Numerous articles on "Method of Teaching History," in Northwestern Monthly. 1896-1900.
Professor Caldwell is now writing a General Textbook on American History for High Schools to be published soon by Ainsworth and Company of Chicago. This will cover the entire field of United States History.

ALUMNI TIDINGS

EARLY ALUMNI

James Stuart Dales, '73, is a member of the first graduating class, has been secretary of the board of regents for nearly thirty years. Judge Dales is the only alumnus represented on the faculty by a son. Dr. Benton Dales, '97, A. M., '99, Ph. D., (Cornell) '01, is associate professor of chemistry and is making a fine record.

Harvey Culbertson, '76, is engaged in fruit growing at El Cajon, California.

William A. McAllister, 77, is one of the old guard who never loses his interest in alma mater. He is still practicing law in Columbus, Nebraska.

Hon. Allen W. Field, '77, has been elected delegate-at-large to the Republican National Convention. This distinction is a fitting recognition of his services to his party.

Albert R. Keim, '81, is practicing law at Falls City.

Novia Z. Snell, 82, is president of the Midwest Life Insurance company, Lincoln, Nebraska. He is gradually retiring from general law practice to give his whole time to his insurance work.

Mrs. B. B. Davis (Sophia Myers,) '86, has spent the winter in California.

D. R. Bell, Medical, '85, is practicing medicine at Long Beach, Cal.

Mrs. Georgia Arbuckle Fix, Medical, '85, is practicing medicine at Gering, Neb.

Anson H. Bigelow, '87, has made a remarkable record as superintendent of schools at Lead, South Dakota.

Hovey P. Barrett, '88, is city editor of the Nonpareil, Council Bluffs, Iowa.

William H. Wagner, '88, will re-enter school work next year. His present address is Hebron, Nebraska.

Roscoe Pound, '88, professor of law at Northwestern University, has been "acting dean" of that school a part of the winter owing to the absence of Dean Wigmore. Dr. Pound has, nevertheless, found time to publish several articles during the year, though recently he has suffered from a rather stubborn case of blood poisoning. In Number 6, of Volume XXI, Harvard Law Review, appears an article entitled "Common Law and Legislation." In the Proceedings of the American Political Science Association, 1907, is an article on "The Inherent and Acquired Difficulties in the Administration of Punitive Justice."

W. L. Stephens, '89, is serving his fifth year as superintendent of the city schools of Lincoln. Of the alumni who have entered public school work, none has met with more marked success. Superintendent Stephens received his elementary education at Aledo, Ill. He attended the preparatory school at Northwestern University. He received the degree A. B. from the University of Nebraska,

together with Phi Beta Kappa honors. He began teaching in the Fullerton High School in 1890, and was elected superintendent the next year. In 1896 he became superintendent of schools at Fairbury. In 1900 he took charge of the Beatrice schools, and in 1903 he began his present work. He has been a leader in the various educational movements in the State, and has been honored by his associates with the positions of responsibility and trust that mark such recognition. He has been president of the Superintendents' and Principals' Association, of the Schoolmasters' Club, and of the State Teachers' Association, which positions have been filled with the same spirit that has characterized his relations to the general public.

George H. Baughman, '89, is secretary of the Chicago Sales Book company. He expects to attend the alumni reunion this year. Address, 18 North Desplaines street, Chicago, Ill.

Lewis H. Staughton, '90, is pastor of the Congregational church at Standish, Maine.

Mr. Ernest Holmes, '90, stopped at Lincoln last week on his way to Kearney for a home visit. He has just returned from his first tour of South America, and beginning in June, expects either to repeat this journey or to take a party through Europe. Since entering the employ of Thos. Cook & Sons, he has made one trip around the world, another half-way around, a third to South America, and still others to Europe, Egypt and other places. He finds his work full of interest, for, so far, he has not gone over the same route twice. The traveling is very comfortable. It is some months by steamer, which soon seems like home. The itinerarles are planned as far as possible, to reach each country in the most favorable season. Mr. Holmes is supplied with native guides, wherever he goes, and although he is responsible for the comfort and safety of his party, most of his time is at his own disposal.

Miss Mary E. Wedgwood, 91, is teaching in the West Side High School, Denver, Col.

A. A. Faurot, '91, is teaching French and German at Morgan Park, Ill.

W. E. Brook, '92, professor of mathematics in the University of Minnesota, is going to Europe in June for a year and a half of special study. He will be accompanied by Mrs. Brook, (Helen Langer, '98.)

Homer J. Edmiston, '92, made a flying visit to his old home in Lincoln last month. Mr. Edmiston has abandoned teaching and is devoting himself entirely to literary work. He expects to sail for Naples very soon, and thence returns at once to Rome, which city has been his home for a number of years. While Mr. Edmiston prefers Florence as a residence city, he finds it better for his work to reside in Rome where he will be glad to see old friends and all other people from the U. of N. Mr. Edmiston has become a thorough cosmopolitan through long residence abroad, yet he has no difficulty in picking out old friends even at considerable distance. He retains much affection for his alma mater.

C. E Woods, Law, '93, is general right-of-way agent of the North Coast Railroad company, with headquarters at Spokane, Wash.

De Alton Saunders, '93, is special field agent in charge of the Cotton Laboratory of the U. S. Department of Agriculture, at Waco, Texas.

R. S. Bulla, '93, is superintendent of a sugar factory and construction engineer at Corcoran, Cal.

Juergen Albers, '93, is assistant engineer of the N. C. & St. L. Ry., with headquarters at Albuquerque, N. M.

Miss Jessie M. Law, '94, is head of the history department in the Central High School, Springfield, Mass.

Kate Giltner Scott, '94, is professor of mathematics in the Spearfish (South Dakota) State Normal School.

W. B. Clark, Law, '95, is practicing law in Los Angeles, Cal. His address is 800 Trust Building.

W. E. Kirk, '95, is professor of English Language and Literature, Willamette University, Salem, Oregon.

A. B. Lyon, '95, is general manager of the San Pedro Co., with headquarters at Tonala, State of Chiapas, Mexico.

H. C. Ostein, Law, '95, has recently received the degree of Ph. B., from Illinois Wesleyan University. He is now superintendent of city schools at Bandon, Oregon.

Mr. E. B. Sherman, '95, has been appointed by Governor Sheldon, superintendent of the Kearney Industrial School. Mr. Sherman has been one of the successful school men of Nebraska.

Burton W. Wilson, '96, Law, '98, practiced law in New York city for two years after graduation. For the past three years he has followed the same profession in the City of Mexico. Mr. Wilson has associated with himself Mr. Gonzales Garza and is devoting his entire energies to the practical affairs of his profession. Address of the firm is Wilson and Gonzales Garza, Mutual Life Building, Mexico, D. F.

C. C. Flater, Law, '95, is manager of the Enterprise Manufacturing Company, Des Moines, Iowa.

George S. Pearl, Law, '95, is a successful attorney at El Reno, Okla.

LATER NINETIES

Edward M. Tracey, Law, '96, has removed to Corpus Christie, Texas, where he is engaged in the practice of law.

Victor E. Wilson, Law, '96, is president of the First National Bank, Stromsburg, Neb.

W. L. Ducker, '97, is court reporter at Tecumseh, Oklahoma.

C. E. Crownover, '97, is an engineer in the U. S. reclamation service with headquarters at North Yakima, Wash.

Clement L. Wilson, '97, is booming real estate in western Kansas. He has issued a very neat and attractive booklet on the advantages of life in Greely county, Kansas, including especially the fine soil and the increasing rainfall.

C. L. Contryman, '97, is engaged in farming and stock raising at Douglas, Neb.

J. N. Shreve, '97, is in a railroad office at Berkeley, California.

Geo. H. Thomas, '97, superintendent of McCook schools for the past eight years has decided to quit the school business to take charge of a bank at Harvard.

Dr. G. E. Condra, '97, A. M., '98, Ph. D., '01, will teach in the University summer school during the first three weeks. He then goes to Cornell University for six weeks' work as Professor of Geography. He gives courses on Geography of North America and Physical Geography. He also directs the field work. Dr. Condra delivers one of the general evening lectures, his subject being "Reclamation of Arid Lands In the West." The remainder of the summer will be spent in field work in Wyoming and Utah.

W. H. Miller, Law, '97, is serving his second term as county attorney of Franklin county, Neb.

Newton D. Burch, Law, '98, is an attorney at law at Dallas, S. D.

Oliver T. Reedy, '98, is a civil engineer in the U. S. Reclamation Service at Vall, S. D.

James M. Rohrbaugh, '98, is assistant engineer of the F. E. C. Railway, at present at St. Augustine, Florida.

Charles W. Taylor, '98, formerly superintendent of schools at Geneva, is now managing the largest furniture store in the Black Hills, located at Lead, South Dakota.

Mary Russell (Mrs. Mary R. Wertz), '98, has removed from Schuyler, Nebraska, to 12 Lawrence street, Yonkers, New York.

C. H. Bean, '99, is professor of psychology in the Indiana State Normal school at Terre Haute.

A. D. Harman, "99, is secretary and manager of the Hastings Pressed Brick Company, at Hastings.

Geo. J. Lyon, '99, is professor of Civil and Irrigation Engineering in Colorado College at Colorado Springs. He is interested in the foundation of a Colorado branch of the Alumni Association. As he travels considerably in the state in connection with his duties, he is able to meet many Nebraskans, and will be glad to assist in making the organization. Any alumni or former students in Colorado to whose attention this notice may come are asked to write him indicating their approval of the proposition.

Frank L. Rain '99, has started a chautauqua at Fairbury which promises to be an annual affair. Mr. Rain is associated with Hasty & Barnes in the practice of law.

Bessie Kent Brown, '99, who has been teacher of mathematics in Kearney high school, has resigned her place to take effect at the end of this school year. Miss Brown intends to spend the summer abroad.

W. S. McGintie, Law '99, is court reporter for the First District of Colorado, at Georgetown.

Miss Bertha Johnston, '99, is staying at home and caring for her mother at South Auburn.

Miss Amy Shively, '99, is instructor in Mathematics in the high school at Watertown, S. D.

Don J. Adams, '00, is now in the land department of the Union Pacific with headquarters at Omaha.

R. C. Roper, '00, Law, '03, is filling his second term as county judge of Butler county. Mr. Roper was always identified with college politics.

William O'Conner, Law '00, is cashier of the Citizens' Bank at Archer, Nebr.

Mrs. Grace Cook Jones, '00, is superintending a home for a brother at Grosse Isle, Mich.

THE NEW CENTURY

S. H. Thompson, '01, who has been at Columbia University the past year, has just been elected superintendent of Hastings schools.

J. Edgar Baker, '01, is now a clergyman at Rushville, Nebr.

Jerome F. Langer, '01, is electrical engineer, U. S. Navy, Bureau of Equipment, Brooklyn, N. Y. He has secured the addresses of several U. of N. alumni and students now in Brooklyn. It is hoped that a local club can be organized.

Bruce W. Benedict, '01, is supervisor of shop schedules for the Santa Fe system at Topeka, Kansas.

Miss Helen R. Dorwart, '01, is teaching English in the Nebraska City high school. Last year she was a graduate student at Leland Stanford.

E. G. Woodruff, '01, is in the office of the U. S. Geological Survey at Washington, D. C.

Emma Neidhart, '01, is now Mrs. W. A. Arnold. She lives at Port Deposit, Maryland.

L. E. Telleen, Law, '02, is mayor of Cambridge, Ill.

J. H. Voss, '02, is doing graduate work at Johns Hopkins.

Bert L. Doane, '02, completed a medical course at Northwestern University in 1905, and is practicing medicine in Del Norte, Colorado.

W. B. Cartmel, A. M., '02, is professor of Physics and Electrical Engineering in the University of New Brunswick, Fredericton, N. B.

Lee P. Builta, '02, is a minister at Milford, Ill.

Bertha L. McCall, '02, is married to Warren Ingersoll, and resides at Tecumseh.

Miss Anna L. Jones, '02, is teaching mathematics in the North Yakima high school, Wash.

Cecil C. North, '02, has an article in the March "American Journal of Sociology"—a review of Hobhouse's, "Morals in Evolution." Mr. North, who was a prominent debater at Nebraska, and was in 1903 appointed on the University of Chicago team that debated with Northwestern University, has studied at Yale and Chicago. He has been engaged in Y. M. C. A. work.

Mr. Fred Kelly, '02, at present principal of Lead, S. D., high school, has been elected superintendent of the training department in Spearfish, S. D., State Normal. Henry Nienhuis, '97, will succeed Mr. Kelly.

C. M. Bracelen, '02, is now in the employ of the Etna Life Insurance Co., of St. Paul, Minn.

Mamie Ellis, 02, will teach next year in the Norfolk high school.

Miss Florence Richardson, '02, received the degree of Doctor of Philosophy from the University of Chicago in March. She has been elected assistant professor of psychology in Drake University.

Donald C. Dungan, '02, is assistant yard manager, Rocky Mountain Fuel Co., Denver, Colo.

H. V. Fallor, Law '02, is secretary of the Chamber of Commerce, Tucson, Ariz.

Miss Margaret E. Haughawont, '03, who was formerly connected with the faculty of Hastings College, is dean of Wright Hall and professor of English Literature at Alma College, Michigan.

Neal J. Wynne, '03, is superintendent of city schools at Salomonville, Ariz.

C. W. Edgerton, '03, recently passed his examination for Ph. D., degree at Cornell University. He has been appointed botanist in the Louisiana Experiment Station at Baton Rouge.

R. E. Farquahr, Law, '03, is practicing law in Portland, Oregon.

H. H. Linderman, '03, is in the ministry at Springview, Nebraska.

John T. Milek, '03, Law, '04, is state's attorney of Mead county, Sturgis, S. D.

Miss Alma Macy, '03, is teaching at Long Beach, California.

F. A. Hagelin, Law, '03, is probate judge at Caldwell, Canyon county, Idaho.

W. B. Catlin, '03, is a graduate student in economics at Columbia University.

Robert T. Hill, '03, with the International Com-

mittee of Y. M. C. A., New York city, writes entertainingly to Mr. E. H. Clark. The following extracts from his letter are of general interest to alumni: "As an item of news, you may be interested to know that there is a somewhat lively University of Nebraska Club among the Nebraska students who are taking graduate or advanced work at Columbia, of which there are from fifteen to twenty this year, and have been for the last three years. Meetings are held occasionally, and the fellows get together for a chat over things and discuss matters in which they are interested, and wind up with a "feed." Last time A. E. Sheldon read to the boys selections from his new book of stories and poems, which will soon be published. We enjoyed it very much. Mr. and Mrs. Sheldon have invited the club for the next session at which time it is expected that some ladies will be present. There are in the city I suppose about two hundred former students, men and women, of the University, either graduates or those who did not complete their full work. There have been various efforts made to organize a club for the whole city, but without apparent success."

Walter F. Meier, Law, '03, a rising young lawyer of Spokane, Wash., has a lengthy article in "The Central Law Journal," of March 27. The title of it is "The Measure of Damages in Cases Where One Officer of a Corporation Wrongfully Prevents a Co-Officer From Discharging His Duties." .....

Mr. J. T. Milck, '03, Law, '04, is now county attorney in Mead county, South Dakota.

Charles E. Teach, '03, at present principal of the Fairbury high school, has been elected superintendent of schools at University Place.

De Witt Hansen, '03, is in the nursery and seed business at Fairbury, Nebr.

P. J. Carey, Law, '03, is an attorney at Muskogee, Okla.

E. A. Lundburg, Law '03, is practicing law in Chicago. His address is 614 Rookery Building.

Joseph A. Sargent, '03, is Chief Engineer of Public Works under the Provisional Government of the U. S., Manzanillo, Cuba.

Kenneth P. MacDonald, '04, is a Presbyterian minister at Princeton, N. D.

Leslie N. Goodding, '04, is engaged in mining at Pool, Arizona.

Alfred S. Redfern, ,04, is in the ministry at Odessa, Wash.

Mary Ethelwyn Hand, '04, is teaching at North Bend. She spent a half year traveling for pleasure in the Orient, remaining some time in the Philippine Islands.

Laura A. White, '04, is teaching history in the high school in Goldfield, Nev.

B. A. Newton, '04, is a civil engineer with the Burlington, with headquarters at Stamford.

W. J. Boyce, '04, is professor of Chemistry in Pacific College of Osteopathy, Los Angeles, Cal.

W. R. Calvert, '04, who was instructor in Geology in the University of Washington ,is now with the U. S. Geological Survey at Washington, D. C.

Harrison Crouch, '04, is constructing a cyanide plant at Jacksonville, Ore .

Gertrude Kenagy, '04, has been elected to teach in the Wahoo high school next year.

Frank V. Gates, '04, (Med.) died last June, after a short illness, of pneumonia. Dr. Gates left a wife and infant son.

Mrs. G. T. Millar (Louise M. Palmer), '04, is now living at 2623 South Park Ave., Chicago, Ill.

Victor Peterson, '04, is engaged in mining at Florence, Idaho.

Walter A. Leonard, 03, is American Vice Consul at Kehl, Baden, Germany.

E. A. Baker, Law '04, is in the real estate, loan and insurance business in the Little Building, Lincoln.

John F. Hart, '04, is practicing medicine at Elba, Nebr.

Harry L. Smith, Law '04, is practicing law at Estancia, N. M.

J. W. Hoar, '05, is practicing law in Seattle, Washington.

Charles S. Stoakes, '05, M. D., '07, is practicing medicine at Reinbeck, Iowa.

Charles W. Melick, '05, Dairy Husbandman in the Maryland Agricultural Experiment Station, College Park, Maryland, writes that he and his wife will attend the Alumni Reunion next June.

Bertrand F. Jeffers, '05, is practicing medicine at Haigler.

Burton A. Adams, '05, is practicing medicine at Bristol, S. D.

Miss Ollie M. Dolan, '05, is teaching in Seattle.

John Buis, '05, who completed is medical course in 1907, is practicing in Pender. On March 18 he was united in marriage to Miss Lerena Knucken, a graduate nurse from the M. E. Hospital, Omaha.

Mr. Frank R. Beers, '05, has been elected principal of the Kearney high school to succeed C. C. Wilburn, '05. Mr. Wilburn intends to go into real estate business in Washington.

Mr. Fred M. Hunter, '05, has been elected superintendent of the Norfolk, Neb., schools. Mr. Hunter has been superintendent of the Ashland schools the past year.

Nellie House, '05, will teach at Wahoo next year.

Alfred Crago, '05, goes to Randolph next year, after three years as principal of schools at Tobias.

Clare B. Cornell, '05, is Superintendent Southern Military Academy, Red Springs, N. C.

John F. Allen, '05, is interne in the M. E. Hospital, Omaha.

RECENT ADDITIONS

G. W. Hursey, '06, is teaching science in the high school at Covina, Calif.

Clarence Hendrickson, '06, is practicing law at Allen, Nebr.

Miss Marie Barney, '06, is teaching Latin and German in the Payette, Idaho, high school.

Mason Wheeler, '06, of Lincoln, will be graduated from the Columbia Law School this month. Mr. Wheeler expects to begin the practice of law in New York city next year.

Alma Erickson, '06, goes to the Wahoo high school next year.

Jessie Farnsworth, '06, will be principal of the Wood River high school next year.

Jane Blanchard, '06, has been re-elected principal of the Lyons high school.

Charles J. McNamara, '06, is Assistant Engineer with the U. P. railroad. His address is Cheyenne, Wyo., care of the division engineer.

Miss Sarah Paine, '06, is holding a homestead near White Oak, S. D.

M. F. Costelloe, '06, is a civil and irrigation engineer at Fort Morgan, Colo.

Miss Elizabeth M. Shotwell, '06, is principal of the high school at Seward, Nebr.

D. D. Gibson, '07, who has taught in the Beatrice high school during the present year has been

elected superintendent of schools at Plainview, for next year.

Amelia Metzger, '07, will teach again at Randolph next year.

Mattie E. Patrick, '07, returns to the Randolph high school next year.

Charles A. Sunderlin, '07, who is studying law at George Washington University, Washington, D. C., has taken a position with the Interstate Commerce Commission in its Division of Rates and Transportation. Mr. Sunderlin, who represented Nebraska three years in intercollegiate debate, and who won first nonors in the annual inter-society debate at George Washington last winter, has been appointed as one of the six debaters to compete in the commencement week debate. He expects to return to Nebraska next fall and begin the practice of law in Omaha.

N. A. Bengtson, '07, professor of geography at Peru, Normal, will become instructor of geography in the University of Nebraska, his special duties being in field geograpny. He will also have charge of the laboratory.

Jessie Barton, '07, returns to Blue Hill high school next year.

Dessie Lee, '07, will teach again next year in the Lyons high school.

Albert M. Levy, '07, has accepted a position in the Interstate Commerce Commission's bureau of corporations. He began work the middle of April. His duties will take him into various parts of the west and middle-west. Mr. Levy was a prominent debater at Nebraska and specialized in the department of Economics and Commerce. It is his intention to study law at Columbia University where he will go next October.

Paul R. Butler, '07, is solicitor for the Nebraska Telephone Company in Lincoln.

Roy Battan, '07, is a draftsman with the Washington Water Power Company, Spokane.

LeRoy N. Baker, '07, is an electrician and steam-fitter at 417 West Twenty-first street, Cheyenne, Wyo.

Joseph Zavodsky, '07, is chemist with the C., B. & Q. R. R. at Aurora, Ill.

E. M. Ware, '07, is practicing medicine in Lankin, N. D.

Miss Alma Washburn, '07, is assistant librarian in the Hearst Library, Lead, S. D.

Dean E. Winchester, '07, is in the U. S. Geological Survey at Washington.

Oscar A. Bergren, Law '07, is practicing at Talmage, Nebr.

Miss Anna A. Foster, '07, is teaching in the high school at Missouri Valley, Ia.

Miss Helen M. Huse, '07, is physical director in the Washington State College, at Pullman.

Melvin B. Wyatt, '07, is chief resident physician at the Douglas County Hospital, Omaha.

S. M. Thompson, Law, '07, is practicing at El Paso, Texas.

Charles Stern, '07, is interne at the Immanuel Hospital, Omaha.

Arthur G. Schreiber, '07, is First Assistant Office Engineer of the Public Works Department, Mansillo, Cuba.

C. W. Rine, '07, is assistant in Animal Husbandry at the University of Missouri.

W. G. Jenkins, '07, is an assistant engineer at Manzanillo, Cuba.

Miss Emma M. Andra, '07, is instructor in French and German in Kingfisher College, Kingfisher, Okla.

Carl P. Hartley, '07, is assistant in Botany, State Survey, University of Minnesota.

Miss Jessie Dunlavy, '07, is teaching the eighth grade in the Fajardo schools, Porto Rico.

Miss Mary B. McIntosh, '07, is a graduate scholar in Greek at Bryn Mawr College.

Dean T. Smith, 87, Writes Answers to Questions

Dear Dr. Wolfe:

Professor Sherman failed to teach me sufficient brevity to answer all your questions on the card, so I venture a letter head.

At present I weigh only two hundred and ten pounds.

In 1898 I was practicing medicine in Jackson, Mich. In 1901 I was appointed professor of surgery and clinical surgery in the Homeopathic College of the University of Michigan, at Ann Arbor, which position I now hold.

In 1903 I spent about five months in Europe, visiting hospitals—most of the time.

In 1905 was president of the State Homeopathic Medical Association of Michigan.

In 1906 my book, 'Before and After Surgical Operations," was published.

In 1907 was first vice-president of the Surgical and Gynecological Society of the American Institute of Homeopathy and, as the president was absent, presided at the meeting in Norfolk.

Am married and nave three children, all girls, youngest six years old.

Am superintendent of the Baptist Sunday School. Am glad dogma is beginning to take its proper place(subordinate) in religious thought.

Am a Roosevelt republican and (Is this climax or anticlimax?) am the nominee for alderman in my ward.

If I have said too much in this list, I can only add that I have said nothing that I would not like to hear from those whom I knew in college days.

With kind regards to yourself and the friends of my school days whom you may meet, I am,

Yours sincerely,

DEAN T. SMITH.

HIGH SCHOOL DEBATING LEAGUE

The Nebraska High School Debating League, organized last winter, will hold its first annual contest for the state championship on High School Fete Day, May 15, at 11 o'clock in Memorial Hall. On account of the late start—in February—the League was not able to hold the inter-district series of contests—that is, between the winners of the district championships—to select the two inter-district champion teams for the state championship debate. Therefore the schools which won the district championships will each send their best debaters to the state contest. The final debate will be on the following proposition: "Resolved, That the government should own and operate the railroad systems of the country."

Y. M. C. A. EDUCATIONAL WORK

Robert T. Hill, '03, is now on the secretarial force of the International Committee of the Young Men's Christian Association. Mr. Hill writes of the work as follows:

"This organization is rapidly growing into one of the greatest educational institutions of the world. In this country it ranks in strength next to the public school system. Both educators in general and business men in touch with the needs of the country are giving it attention because of the efforts to fill up the gap between that training offered by the public schools and that needed by men and boys in actual life. Six-sevenths of the boys ten years of age leave school before they are four years older. With little or no training they are thus lost to industry, trade and commerce and their years from 12 to 16 or 18 are largely wasted.

"The object of this work is to help employed men and boys improve their condition, supplement public school work, increase the efficiency of men and boys in trade commerce and industry, develop character, create higher standards of living and prepare men and boys for various vocations in life. This is done on a broad scale through the 45,000 students this year in day and evening class work, a number greater than the combined registration of ten of the country's greatest universities, the 15,000 men and boys in various educational clubs, and the 325,000 attending educational lectures and talks. The work is adapted to local conditions in every case.

"This interesting and important educational work of an international character, for it extends through and beyond North America, and which is rapidly solving many of the problems of industrial and vocational education today has had a phenomenal growth. The 45,000 students are an increase from 15,000 in 1892. There are over 2,000 teachers while in 1900 there were but 998. Tuition fees receipts have jumped from nothing fifteen years ago to $268,000 last year, while expenses are now about half a million. The leaders of this movement are confident of the future, and industrial and technical training will be the particular object of their attention. The importance of this work as a great social movement cannot be over-emphasized. Every dollar invested in tuition fees alone has tripled.

"The most effective work is now done in cities and large industrial centers, but it also extends among the thousands of railroads of the country, into small towns and rural communities with inadequate educational facilities, into industrial and manufacturing plants, among colored men and boys, among foreigners and in the army and navy. Numbers and figures alone, however, do not completely tell the story of this work, for, according to their own statements, the leaders realize that in this country, as in Germany, upon quality and effectiveness of instruction, training and general help depends the value of their work to the nation and to society."

The Nebraska University students in Spokane, Wash., have organized a University of Nebraska Club. They gave a reception to Chancellor Andrews while he ewas stopping in that city, December, 11th.

S. M. Rinaker, Rhodes scholar from Nebraska, writes interestingly from Oxford to Supt. Fulmer: * * * "Many quaint old customs are still enforced. All the undergraduates must wear cap and gown when attending classes or meeting instructors. At the beginning of the term all the freshmen present themselves to the chancellor of the university for the rather amusing ceremony of matriculation into the university. For this they must go arrayed in black suits, white ties and the conventional cap and gown. When all are assembled, the chancellor, clad in imposing ropes, delivered a speech in Latin, which no one pretends to understand, and presents each one with a large book containing the rules he must obey. Too often, I am afraid, this book is neglected. If a student is caught upon the street after dark without his cap and gown he is liable to a heavy fine."

There are 293 more students enrolled, November 29, 1907, at the University of Michigan than there were at the same time the year previous.

Twenty-four years will be the average age of the 329 members of the senior literary class of the University of Michigan at graduation in June. Of the total number of members 160 are women and 169 men, with no perceptible difference between ages of the men and women, as the average approximates twenty-four. The youngest member of the class is eighteen years old. The age of the oldest is fifty-five. At graduation eighty of the seniors will be twenty-two years of age, and seventy will be twenty-three. Sixty-six are over the age of twenty-five, twenty of whom are past the age of thirty. This average is increased materially, however, by the age of the four students above forty years.

PHI BETA KAPPA

The election of twenty-two members of the senior class to the Phi Beta Kappa society was announced at Convocation, April 14. The list includes five men and seventeen women as against twelve men and seventeen women last year. Of the five men three are members of fraternities, of the seventeen women, two are members of a sorority. The students elected were the following:

Elsie H. Adams, Lincoln.
Bertha M. Aikin, Fairbury.
Annis Chaikin, Omaha.
Elsie Day, Lincoln.
Ada Ewing, Lincoln.
Beth D. Huston, Geneva.
W. R. King, Osceola.
J. C. Knode, Hebron.
Alice E. Lesher, Lincoln.
Harriet C. Long, Madison.
Edith L. Patterson, North Platte.
Alphena C. Peterson, West Point.
Eugene T. Phelps, Hebron.
Alice M. Purinton, Wilcox.
Laura Rhodes, Omaha.
Edna E. Rudersdorf, South Omaha.
Nellie Stevenson, Lincoln.
Abbie G. Stewart, Blair.
Mary E. Strickland, Geneva.
Joseph M. Swenson, Omaha.
Norma Waddle, Aurora.
Byron E. Yoder, Lincoln.

BASKETBALL

Professor Anne Barr Clapp and Dr. Louise Pound have edited a booklet on **"Collegiate Basket-Ball Rules for Women,"** published by the University Publishing Co., Lincoln, Neb. The purpose and scope of the booklet are indicated in the preface which follows:

The following rules are based principally on the Collegiate Rules for men, utilizing some points from the Amateur Athletic Union rules and from the women's game with field divisions, which is based on the Amateur Athletic Union game. They are not by any means intended to compete with the rules for women's basketball with field divisions. Rather are they meant for the many teams wishing a game not quite so swift or so taxing on the players, as the men's game, yet enabling the team development and concerted play of the latter, as the field line game does not. There is ample room for both games; in fact throughout the country three styles of basketball are now being played by women players: the men's game outright; the game with field divisions as edited by Miss Brenson; and the modified version of the men's game which the following rules, printed to meet persistent demand, have been formulated to set forth. The editors have in no point modified the game arbitrarily, or introduced local usages or local interpretations.

For juniors at the game, and for small gymnasiums, wherein some precaution seems well to keep players from crowding, the line game is recommended. Many would probably always prefer it, as a version of the game which is simpler and more easily played. On the other hand, for players of tried experience, a freer and more spirited kind of basketball affords much greater enjoyment and makes the game a much better spectacle. The line game is likely, perforce, to resolve itself into little more than isolated struggles between the players and their guards, within the narrow field divisions—struggles which in reality are likely to be rougher than where the play may be more open. The possibility of the development of much concerted playing is out of the question. The resulting game resembles basketball proper, but is hardly the same game. To ask skilled and experienced players to play only and always by the line game would be like limiting a golf course to five or six holes, rather close together, and insisting that women who enjoy and are quite equal to nine or eighteen holes, play only the smaller number. Or it would be like limiting women tennis players to the service courts instead of the court proper. New players, and some old ones, might like a restricted sort of golf or tennis, and find it good for them; but the real player deserves a chance at the real game. They may play easily or hard, according to their individual temperaments, but they are playing real golf or real tennis. Similarly with basket ball. The fact that so many teams throughout the country persist in playing by the men's game outright, or by a slightly modified form of the latter, is evidence enough that the line game does not wholly serve.

It is the conviction of the editors that the three modifications of the men's game included in the knocking the ball from the hands; that which allows the holding of the ball four seconds before throwing it; and that which authorizes the officials to call "time out, when the ball is dead, if the players seem to be taxing themselves unduly, serve amply to lessen the demands made by the game upon the players; and these modifications depart from the rules of the original game about as far as it is justifiable to depart, if the game is to remain basket ball. At the same time, those factors which are so desirable, the team play and team development of the men's game, are preserved unimpaired.

In answer to those who maintain that the game without lines, or indeed the game of basket ball in general, is injurious for girls, because, "overtaxing" them, or likely to be "over-exciting," the editors point to their own experience, which has been neither short nor limited. Among the players, by this time a very great number, who, during twelve years, have played on the various regular teams in the University of Nebraska, in all sorts of contests, practice, inter-class, intercollegiate, not one player has ever been seriously hurt or injured in any way, not even by a serious sprain; certainly none has ever been "overtaxed' 'or suffered harm from "over-excitement." A canvass of the names of the players during these twelve years, and their records on and after leaving school, renders wholly absurd the hypothesis that girls cannot safely play basket ball; or salfely play it without the restricting field divisions. In general, as regards the possible benefit or the possible harmfulness of the game of women's basket ball to the players, the editors feel convinced that much more depends on careful supervision of the games, and the careful preliminary examination of those who seek to be allowed to play, than depends on the particular kind of rules by which the play may be governed.

Questions of any sort pertaining to the interpretation of the rules as here given will be answered gladly by either of the editors.

ANNE BARR CLAPP.
LOUISE POUND.

James A. Green, a civil engineering student who left the University in 1904, is in Denver, acting as superintendent of construction for J. G. White and company, of New York. He has charge of the building of a large earth dam, the largest in the world, which is being put in for irrigation purposes near Denver. There are seven million yards of dirt being moved by hydraulic process, the dirt being washed and sluiced into place. The position is one of responsibility, and there is a good salary attached to it.

The record of delinquencies at the State University, causing a number of students to drop out of school, seems to have been less than in most colleges. Less than a dozen students have quit the University on account of failure in work while at the University of California the records show 240 students have dropped from the roles. Of this number 192 are men and forty-eight women.

Professor Le Rossignol, formerly of Denver University, has been chosen to succeed Professor Johnson, of the department of political economy, who has resigned. Professor Le Rossignol will enter upon his new duties at the beginning of the new semester next fall.

The Minnesota courts have decided that principals can expel pupils who persist in maintaining their membership in the Greek letter societies.

Suggestions in Regard to History

4—EQUIPMENT FOR AMERICAN HISTORY

H. W. Caldwell

The material to be used in teaching American history twenty years ago was very meager indeed. In fact nearly every text then used is today entirely discarded. The aids then were so few that one has to make a mental exertion to recall a single one. The greater part of the progress made has taken place during the last ten years, and the product increased with each year. The reasons are not far to seek. The demand has brought forth the supply, and the demand came from the new interest in the history of our country. Until recently the American people seemed to have an ignorant pride in their country and its institutions. At last the people have awakened to the need of an intelligent sentiment, and a call has arisen for a formal study of the history of the United States. It is now recognized that the problems that have to be solved are no longer simple ones. The doctrine of evolution is being applied to social undertakings, hence a knowledge of the past is essential to an understanding of the present.

The following classified list of books and material has been compiled by Professor C. E. Persinger, and makes an excellent collection from which teachers may select from time to time as means may permit:

STANDARD HIGH SCHOOL TEXTBOOKS

Adams (C. K.) and Trent (W. P.): History U. S. (Allyn & Bacon, Boston, 1903; $1.50.)

Channing (Edw.): Student's Hist. U. S. (Macmillan Co., N. Y., 1897; last revision 1905; $1.40)

Fiske (John): Hist. U. S. for Schools (Houghton, Mifflin & Co., Boston, 1894; $1.25.)

Hart (A. B.): Essentials of Amer. Hist. (Last of Series of four "Essentials in History;" American Book Co., N. Y., 1905; $1.50.)

Johnston (Alex): School Hist. U. S. (MacDonald's revision; Henry Holt & Co., N. Y., 1885; $1.00.)

Lee (Susan P.): High School History U. S. (From Southern point of view; B. F. Johnson, Richmond, 1895; $1.00.)

McLaughlin (A. C.): Making of the Amer. Nation (Appleton's, N. Y., 1899; last ed. 1905; $1.40)

Mace (W. H.): School Hist. U. S. (Rand, McNally & Co., 1904; $1.00.)

McMaster (J. B.): School Hist. U. S. (Eighth grade, but extensively used for high school; American Book Co., N. Y., 1897 and later editions; $1.00.)

Montgomery (D. H.): Leading Facts of Amer. Hist. (Ginn & Co., Chicago, 1890 and later editions; $1.00.) Also Student's Hist. U. S., ($1.00.)

Sheldon (Mary) and Barnes (Earl): Studies in Amer. Hist. (Source-method text; D. C. Heath & Co., (Chicago, 1891; $1.12.)

Thomas (A. C.): Hist. U. S. (D. C. Heath & Co., Chicago, 1894; revised ed., 1901; $1.00.)

Thompson (Waddy): History U. S. (From Southern point of view; Heath & Co., Chicago, 1904; $1.00.)

Caldwell (H. W.): Amer. History (Source-study material; J. H. Miller, Lincoln, Ainsworth & Co., Chicago; $1.10.)

GENERAL UNITED STATES HISTORIES

Covering All, or the Larger Portion of United States History From 1492 to 1900.

Adams (Henry): United States, 1801-1817 (9 vols; Scribner's, 1889-91; $18.)

Andrews (E. B.): United States (2 or 4 vols.; Scribner's, 1894; $4.00).

Avery (E. M.): U. S. and its People (12 vols., 3 out; Burrows Bros., Cleveland, 1904; $6.25 a vol.)

Bancroft (George): United States, 1492-1789 (6 vols.; Appleton's 1891; $5.)

Bryant and Gay: United States (revised as Scribner's Popular Hist. U. S., 5 vols.; Scribner's, 1898; sold by subscription.)

Chancellor and Hewes: United States (10 vols., 2 out; Putnam's 1904; $2 a vol.)

Elson (H. W.): U. S. (1 or 4 vols.; Macmillan, 1905; $1.75 or ——).

Fiske (John): Discovery of America, 2 vols.; Old Virginia, 2 vols.; New England, 1 vol.; Dutch and Quaker Colonies, 2 vol.; New France and New England, 1 vol.; American Revolution, 2 vols.; Critical Period, 1 vol.; (Houghton, Mifflin & Co., 1888-1892, $2 a vol.)

Hart (A. B.) editor: American Nation (27 vols., by different authors; Harper's, 1905-1908; $1.50 a vol.)

Hildreth (Richard): United States, 1492-1820 (6 vols.; Harper's, 1849, 1877, 1889, 1904; $12, $15, or $25.)

Lee (G. C.) editor (succeeded by Thorpe, F. N.): North America (20 vols., 1 out; Barrie, 1904; sold by subscription.)

McMaster (J. B.): History of the People of the United States, 1784-1861; 8 vols., 6 out; Appleton's, 1885; $2.50 a vol.)

Schouler (Jas.): United States, 1783-1865 (6 vols.; Dodd, Mead & Co., 1880, 1894; $13.50.)

Thorpe (F. N.): American People (1 vol.; McClurg, 1901; $1.50.)

Von Holst (Edw.): Constitutional Hist. U. S., 1784-1861 (8 vols.; Callaghan & Co., Chicago, 1881, 1888, 1899; $12.)

Wilson (Woodrow): American People (5 vols.; Harper's, 1902; $17.50.)

Winsor (Justin): Narrative and Critical History of America, 1492-1783 (8 vols.; Houghton, Mifflin & Co.; $5.50 a vol.)

"Series" of Books on American History

American History Series—Fisher, Colonial Era; Sloane, French War and Revolution; Walker, Making of Nation; Burgess, Civil War; Burgess, Reconstruction (Scribners; $1 a vol.)

Epoch Series—Thwaites, The Colonies; Hart, Formation Union; Wilson, Division and Reunion; (Longmans; $1.25 a vol.).

American Commonwealth Series—New Hampshire, Vermont, Connecticut, Rhode Island, New York (2 vols.,) Maryland, Virginia, Louisiana, Kentucky, Missouri, Ohio, Indiana, Michigan, Kansas, Oregon, California, Texas, others in preparation; (Houghton & Mifflin; $1.10 to $1.25 a vol.)

American Church Series—Religious Forces in America; Baptists, Congregationalists, Methodists, Methodists South, Presbyterians, Unitarians; Diciples; American Christianity (Scribners, $2 a vol.)

American Statesmen Series—Henry, Franklin, Sam Adams, John Adams, Jefferson, Hamilton, Randolph, Washington, (2 vols.) Jay, Madison, Monroe, Gallatin, Gouverneur Morris, Marshall, J. Q. Adams, Jackson, Benton, Clay, (2 vols.) Calhoun, Webster, Van Buren, Seward, Stevens, Cass, Chase, Sumner, Lincoln (2 vols.) C. F. Adams, Blaine, (Houghton & Mifflin; $1.25 a vol.)

American Reformers Series—Beecher, Dodge, Howe, Fred. Douglass, Garrison, Greeley, John Brown, Phillips, Whittier, Sumner, Lincoln, (Funk and Wagnalls, $1.50 a vol.)

Riverside Biographical Series—Champlain, Penn, Franklin, Jefferson, Hamilton, Paul Jones, Marshall, Lewis & Clark, Jackson, Cooper, Douglas, Eads, (Houghton & Mifflin, 65c a vol.).

Great .Commander .Series—Washington, Paul Jones, Jackson, Taylor, Grant, Farragut, Sherman, Sheridan, R. F. Lee, and others, (Appleton's, $1.50 a vol.)

Makers of American Series—Columbus, Bienville, the Calverts, Winthrop, Hooker, Mather, Stuyvesant, Oglethorpe, Higginson, Hughes, Wm. Johnson, Jefferson, Hamilton, R. Morris, Fulton, Houston, Sumner, Bishop White, (Dodd, Mead & Co.; $1 a vol.)

This list is not yet complete, but will be made so as rapidly as possible. It is intended to include only high school books, not series for the grades below.

SOURCES AND SOURCE COLLECTIONS

Preston: Select Documents. (Putnam, $1.50.)

Macdonald: Select Charters, 1606-1776; Select Documents, 1776-1861; Select Statutes, 1861-1898 (3 vols., Macmillan, $2.25 a vol.)

Hart: Amer. History Told by Contemporaries, 4 vols. $2 a vol; Source Book, 1 vol., 50c (Macmillan).

Johnson: American Orations (4 vols. Putnam, $1.25 a vol.)

Peabody: American Patriotism (1 vol. Alden, N. Y., $1.)

Mace: Manual Amer. Hist. (6 vol.; Bardeen, Syracuse, N. Y., 50c, or $1.)

American History Leaflets: (33 numbers; Lovell, N. Y., 10c each).

Old South Leaflets: (6vols.; Directors old South Work, Boston, $1.50 a vol.)

University of Nebraska History Studies (Ainsworth & Co., Chicago, 10 each.)

Sheldon-Barnes: American History (Source Method; 1 vol.; Heath & Co.; $1.25.)

Caldwell: American History ($1.25) General Survey of American History (75c) (Ainsworth & Co., Chicago.) New volume in preparation.

Hill: Liberty Documents (1 vol., Longmans, $2.)

Ames: Documents on State and Federal Relations, (1 vol., Uni. of Pennsylvania, $2.)

McKee: Conventions and Platforms (Friedenwald, Co., Baltimore, $1.50.)

Miscellaneous Single Texts (Incomplete): McClure: Our Presidents and How We Make Them; Harper, 1905, $1.50.

Stanwood: History of the Presidency; H., M. & Co., Boston, $2.50.

Dewey: Financial History of U. S.; Longman, N. Y., 1903, $2.50.

Coman: Industrial History of U. S.; Macmillan, 1905, $1.25.

Foster: Century of American Diplomacy.

Taussig: Tariff History of the U. S.; Putnam, 1888, $1.00.

MAPS, ATLASES, ETC.

Historical Wall-Charts—Atkinson, Mentzer & Grover Historical Map set (16 maps, 40x45 inches, $20; Atkinson, Mentzer & Grover, Chicago or Boston). Crane Historical Chart (Crane Publishing Co., Topeka, Kansas, write for catalog). Foster's Historical Charts (two sets, $20 each; Rand, McNally & Co., Chicago). MacCoun's Historical Chart (26 maps, 38x40 inches $15; Silver, Burdette & Co., Chicago.)

Outline Wall Maps—McKinley Outline Wall Maps (32x44 inches, manila paper, 20c each, all countries; McKinley Publishing Co., 6004 Germantown Ave., Phila.) Outline Wall Maps of U. S., with physical features (22x32 incnes, ten cents each or $6 per 100; U. S. Geological Survey, Washington, D. C. Smaller sizes at less price.) Outline Map U. S., (4 sections, 26x42 inches each, 50c each. mounted $3.00; D. C. Heath & Co., Chicago.)

Outline Class or Desk Maps.—McKinley Outline Maps (5x7 inches, 35c per 100; 7x10 inches, 50c per hundred, all countries; also in sets and "atlas" form; McKinley Publishing Co., 6004 Germantown Ave., Phila.) 'Talisman" Historical Outline Maps (8x10 inches, $1 per 100, all countries; also in sets and "atlas" form; Atkinson, Mentzer & Grover, Chicago). Progressive Outline Maps (8x9, 10x12, $1.75 per 100, all countries; D. C. Heath & Co., Chicago). Outline Map U. S. (11x18 inches, $1.50 per 100; Heath & Co., Chicago.) New Century Development Maps (36 cents per block of 50, all countries; Silver Burdette & Co., Chicago). Harrison Outline Maps, (1½x2, 35 cents per 100; 8x11, 50 cents per 100; 11x13, 75 cents per 100; all countries; Wm. Beverly Harrison, 47 Broad St., N. Y.) Outline Tracing Maps (14x21, $3 per 100, all countries and states; Rand, McNally & Co., Chicago).

The legislature of Illinois has given $50,000 for the support of the Graduate School during each year of the present biennium. This is perhaps the first instance of specific appropriation for graduate work by a state legislature. President G. Stanley Hall of Clark University delivered the opening address, and Dean West of Princeton spoke encouraging words to the school.

The University Journal

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H. K. WOLFE, Editor.

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Language—Louise Pound, Assistant Professor of English Literature, the University.
Secondary Schools—A. A. Reed, Inspector of Accredited Schools, the University.
Physical Education—R. G. Clapp, Professor of Physical Education, the University.
University News—E. H. Clark, Purchasing Agent

Owing to an error in the mailing list, number five of the **Journal**, containing the portrait and sketch of Governor Sheldon, did not reach all interested. Anyone desiring this number, or indeed any other number of Vol. IV, will be accommodated on sending a postal to the editor.

Anyone interested in Esperanto may obtain a free copy of the "**Elements of Esperanto,**" including grammar, word construction, and purpose of the language, by addressing Arthur Baker, 1239 Michigan Avenue, Chicago. Enclose stamp for postage.

THE COMING HIGH SCHOOL

If signs signify, Nebraska will soon witness a radical change in high school education. The nature of the school will be determined by the needs of the locality more than at present, but it will not be as completely limited by the wealth of the locality as is now the case. Nebraska will not lag behind other states in extending to willing communities the aid which makes equal opportunity possible to the children of poorer districts. In addition, it is now seen that the state can well afford to assist extraordinarily those progressive communities which provide a variety of means for industrial education. Our industrial colleges have made out their case. They will be in the future even more generously supported. Many states have already learned the lesson and are aiding the introduction of industrial and even of vocational studies in high schools.

There is no longer any question of the right of the public to tax itself for any kind of education. It will not be long until it will be seen to be the **duty** of the public to teach the young whatever the young can learn better in school than in the home. Since the industrial training of our universities has proved itself, the high schools will no longer be dominated by "culture requirements."

If the state may train a teacher, a lawyer, or a doctor to make a living, why may not the community train a bookkeeper, a carpenter, a cook, a stenographer et id genus omne to make a living? Is is not, after all, merely a question in economics, instead of a question in ethics or in tradition?

At any rate these changes are imminent. They ought to be welcome. We should question not their desirability, but only the form they seem likely to appear in. If they are good or only inevitable, we should try to secure them in their most useful and most economical form.

No educational reform has come from separate planting. Evolution of means has kept pace with evolution of ends and ideas. Let the state encourage by specific aid those communities which are able and willing to undertake the reform of their high schools by introducing a little or much of vocational, or industrial work. Not even our largest Nebraska cities can afford to have a separate high school for industrial work and another without industrial work. Every high school should have many forms of education side by side. Such arrangement is better economically, pedagogically and, most important of all, it is better sociologically.

This movement will be enormously furthered if Congress should in the near future pass some such bill as that introduced by Senator Davis. Public school men are studying these questions and will be ready to take their stand practically unanimously in favor of one school for all classes and all purposes. By co-operation between community and state and with the stimulus of national aid, fifty first-class high schools offering numerous lines of industrial and vocational work could be in operation in Nebraska within five years.

BOOKS & PERIODICALS

Appleton's Magazine for May has an article by President G. Stanley Hall on "Must Your Child Lie?" He decides that most children are given to describing products of imagination as truth. "The child is a poet, artist, romancer, and always has a larger fraction of belief in his reveries than adults have in theirs." It is, indeed, difficult for adults to distinguish fact from fancy, reality from wish or hope or habit. Much more is the dawning thought world a real material existence to the child. "School life and methods are responsible for some lies. For instance the vicious system of self-reporting is a constant temptation to deceive." "The teacher ought to cultivate and perhaps if necessary affect a passionate devotion to truth."

The Popular Science Monthly for April contains a description of "The Children's Museum as an Educator," written by Anna Billings Gallup. This institution is connected with the Brooklyn Institute of Arts and Sciences. Its purpose is to make more real to children the matter of their school studies by means of collections especially adapted to subjects and to children's interests. At present there are collections illustrating zoology, botany United States history, mineralogy, geography and art. Accompanying these collections is a library with 5,000 volumes on these same subjects. The advantages of such a museum over the collections of single schools are obvious, but by no means can the single school dispense with its simple illustrative collections. Teachers and pupils come from all parts of Greater New York to visit this object lesson writ large.

The Journal of Education (London) for April has an article on the "Training of the Secondary Teacher," by J. Strong, rector of the Montrose Academy. It is especially interesting as showing the proneness of Great Britian to lag in educational affairs. The writer points out the remarkable growth in interest in secondary schools of late years and laments the failure of the university to provide for the professional training of teachers for this new movement. He concludes the article by a practical suggestion: "Finally the matter of the training of the secondary teacher is one of national importance, and, consequently, demands government support no less than those other phases of national education which are in receipt of parliamentary aid. Undoubtedly one of the best means of doing this, and one by which a guarantee would be given for a proper expenditure of public money, would be to subsidize directly a university which provided a Faculty of Education." It is not probable that England will long remain unmindful of this suggestion.

The World's Work for May, manifests in several articles its inclination to look down and back, instead of up and around. The only article directly concerning teachers is a remarkable one by the leader of advanced pedagogy in America, President G. Stanley Hall. "Feminization in School and Home" contains a multitude of most important facts. It should be read by all teachers, by men and women who have any interest whatever in our schools and homes. But as in many other forests which Dr. Hall has penetrated so boldly and, on the whole, with so much advantage to the cause of education, the author loses himself, and follows along several very uncertain sheep paths to drinking holes of still more doubtful purity. But the descriptions of the scenery and of poisonous vines, of the snakes and of pretty flowers are truly masterful and greatly helpful to all parents and teachers. No one else has so rich and varied knowledge on these subjects and we can accept his material without following his advice or sharing his fears or even accepting his ideals. The schools certainly have too large a proportion of women teachers. Discipline has, fortunately, become milder. We grant that "there is a certain type of boy that is actually made neurotic if he is too early burdened with the sole responsibility for his own conduct," but this type should not determine discipline for the entire school. "There are boys just entering the hobbledehoy stage of life who need occasional thrashings, as they sometimes need medicine," "In England boys are caned and rattaned." He thinks the present outbreaks in high schools may be due to this feminization of the schools. The period of adolescence should be lengthened not shortened. The great differences between the sexes require different and separate education for fullest development. "The daily comradery of the recitation and other intersexual associations rub off a little of the bloom and charm which each sex normally feels for the other, and there is some sagging of attitude—perhaps even of dress—due to familiarity." In formal studies girls quite generally excel boys.

Principles of Secondary Education—Volume II, Processes of Instruction, by Charles De Garmo. Macmillan, 1908. "In education no man is invested with the right to think for another; to do so is to negate at once the chief end for which we educate." Dr. De Garmo has given in clearer manner than any other writer the logical processes in secondary education. Within two hundred pages he has brought together in admirable form the essentials of those mental processes upon which instruction rests. This volume will serve as an excellent supplement to the numerous studies of children from the biological and experimental point of view. Perhaps we cannot expect specialists like De Garmo and Stanley Hall to peek over the fence of their neighbors' garden, but the successful teacher in the high school must have tasted the fruit in these and still other preserves. This volume consists of two sections: (A) Scientific Basis for High School Methods, and (B) Scientific Method in High School Instruction. Some titles of chapters are: The Acquisition of Facts. The Meaning of Facts. Forms of Solution for the Problem. The Inductive Approach. The Deductive Approach. Processes of Application in Induction and Deduction. Combinations and Variations. A third volume will treat of **The Processes of Training.** These three volumes will not exhaust the pedagogy of the high school, but it will hardly be possible for any high school teacher to do without them.

Mary K. Ford writes in the Bookman for April on "Some Recent Women Short Story Writers." "Women ought to be among the best writers of short stories, especially of those modeled upon the French style, the story of character rather than that of incident, the successful seizure of an emotional moment, of a phase of thought; and there are writers who, like Mrs. Warton and Miss Cather are particularly good in that line." The article is accompanied by a half-tone of Miss Cather who graduated from the University of Nebraska in 1895.

The High School—VIII

H. K. Wolfe

Chapter XIX. Notes on School Life and Studies. Crowding of sciences into high school. Fourteen week courses. Decline of Greek. Enormous increase in number of secondary students. Diversity in courses of study Tendency toward greater uniformity encouraged by educational literature and teachers' associations. Rise of laboratory instruction in science. Going back to classic masterpieces in English literature. Source method in history. Inductive method in modern and ancient languages. Original demonstration in geometry. Attention to method in secondary teaching.

The Report of the Committees or Ten and reports of other committees on special subjects of high school studies.

Felix Adler's Society for Ethical Culture... Religion, Ethics and Aesthetics not generally taught in high schools, but indirectly many helpful influences along all these lines of character forming are manifesting themselves. Qualifications of high school teachers in New York, in California. Increasing scholastic attainments. Beginning of professional requirements. Teachers' College at Columbia University.

Government of secondary schools changing. Decline of formalism. School life more like that of real life. Plans of self government, school-city, etc. Social organizations, class associations, school spirit, fraternities, debating societies, athletics. Alumni associations, football, school paper, school yell. Interscholastic rivalry.

Chapter XX. The Outlook. The school as life. Adapting the school to the student. Elective courses and elective studies. Future of Greek in the high school. Latin to become optional. Influence of the colleges on high school courses of study. Teachers more important than studies. Preparation of the teacher. Teaching is an art. We must discover teachers as well as make them. Chief responsibility with boards of education who fail to base salary and tenure upon success.

Public vs. private schools; social interests, school life to be brought into closer relations with real life, instruction must become vital. The study of individual needs. The problem of religious instruction and its relation to adolescence.

Education and democracy. The possibility of snobbishness. The "Frankfort plan. Vocational schools of secondary grade. "You have left school before it is ont if you have not begun to learn in school to do your daily work." May the public schools undertake full control of such vocational training? Humanism as a substitute for patriotism. Function of the school in training citizens.

Questions

I. Why is it better for a high school pupil to carry a few subjects three years, than to carry all subjects a single semester?

II. Why should not Latin be required of all high school pupils?

III. Why is a college graduate with one year's experience generally a better high school teacher than a high school graduate with five years' experience?

IV. Show that the teacher is more important than the study.

V. Why should a "thoroughly" prepared high school teacher occasionally attend a summer school?

INSPECTOR'S NOTES

A. A. Reed

Elmwood has a strong eleventh grade, and is considering extending the course another year. The sentiment in the community is for this change, and the lack of room is all that is in the way. If room can be provided, this step will be taken.

Stella has a strong course in debating for several years, and has won many debates with neighboring schools. All pupils in the high school are required to take part in public rhetoricals of some form. This practice makes debate easier. Principal Wilson has carried this work for five years, and has reason to feel gratified with the results.

Laurel will have no graduating class this year, as the course is to be lengthened to four years. Prin. Holden is completing his third year in charge.

The Oakland high school was left two hundred dollars by the will of the late Mr. T. W. Leefer, of that place, for the purchase of library books. The money has been carefully expended, adding greatly to the facilities for instruction in the high school. The idea is a good one, and is worthy of imitation. A small sum will serve a greater public good in that way than in any other that could be suggested.

Superintendent Gregory of Crete has made a success of both manual training and domestic science. There is a good equipment for the former in a basement room of the high school building. Enough work is required from the boys of the four grammar grades to give considerable manual dexterity. Provision is made for as much additional work as the inclination of the student may suggest, in a course extending through the twelfth grade. The domestic science is given for home work, and has received recognition as the "Crete Plan."

Bancroft is justly proud of the new school building, and yet the same mistake has been made that has happened so frequently in our rapidly-growing communities. The Assembly room is too small. It will probably be overcrowded before it is two years old. Also the splendid gymnasium could as well have been made nearly twice as large, adding greatly to its usefulness.

Beaver Crossing is showing a determination to build up a strong school. The library and laboratories have received proper attention this year, and provision has been made for an additional teacher next year. Supt. George McDonald has been elected for two years.

The committee on accredited schools met March 20 and made the following additions to the list of schools accredited for the year 1907-1908: University Place, Valley, Nebraska Wesleyan academy, Orleans seminary, as four-year schools; Battle Creek, Beaver Crossing, Greeley, Papillion, Springfield, Stella, as three-year schools. This raises the total number of four-year accredited schools to 128 and that of the three-year list to forty-seven.

The Louisville school building rests comfortably on the top of a hill commanding a good view of the town and surrounding country. Superintendent N. W. Gaines and his teachers are all doing their best, and have developed their

schools so that the community as well as the state may justly be proud of them. Louisville is one of the many prosperous towns of the state.

Genoa is planning to add another teacher and one more grade next year, making full twelve years in the course.

The schools at Lyons, under the able supervision of Superintendent T. N. Fleming, are in a very prosperous condition. The imposing new building with its large campus greatly adds to the beauty of the town. One of the large basement rooms will soon be finished up for a gymnasium. Superintendent Fleming, aided by the energetic work of his two assistants, Miss Dessie Lee and Miss ane Blanchard, are working towards putting in the twelfth grade next year. Supt. Fleming will teach science in the O'Neill Junior Normal next summer.

The Board of Education at Emerson is considering the proposition to put in the twelfth grade next year. This would be a wise step because there is an unusually large rural territory in his part of the state depending for its teachers upon the graduates of the Emerson high school. The putting in of the twelfth grade means one-fourth better preparation for all these teachers, especially if normal training is included in the course. Superintendent S. X. Cross deserves much credit for having prepared the way for the twelfth grade. The high school is in good condition, although this year's graduates are a little short of credits necessary for three-year accreditment owing to the fact that the present course has not yet had time to adjust itself. Emerson has the money and a board willing to use it to secure good teachers enough to do thorough work.

At the last meeting of the committee on accredited schools, Springfield was placed on the three-year accredited list. The teachers at that place, under the energetic leadership of Principal R. R. McGee, have worked hard, and well deserve accreditment for their schools.

The people of Grand Island have reason to be proud of their new seventy-thousand-dollar high school building. Its exterior architectural features are all that could be desired. The combination of cherry red first story with grey upper stories gives a pleasing color effect. The general outline is plain and dignified, and of pleasing proportions. Half the first floor is given to gymnasium and toilet rooms. A special feature of the main floor is the setting apart of two large lecture rooms for the use of the literary societies. On the upper floor are found the assembly room with a capacity for three hundred, four recitation rooms, a rest room, the principal's office, and the laboratories. There is a combined physics and botany laboratory, a chemical laboratory, and a lecture room between the two. The chemical laboratory has no superior in the state. The only objectionable feature about the building is the freakish effect in lighting the assembly room. In order to satisfy a purely theoretical relation of lighting space to floor space, the architect has lowered the ceiling so as to provide for a set of over-head windows in the interior wall, their bottom on line with the ceiling, while a section of the ceiling slopes to the top line of the row of windows. This seriously mars the proportions and lines of the room without aiding in the lighting. By raising the ceiling to a proper height and carrying the outside windows to the ceiling, all ends could have been better served.

Scotts Bluff is developing rapidly, but building firmly and securely. The members of the senior class found their condition unsatisfactory and so they consented to drop back a year. Next year there will be a strong twelfth grade. The equipment will be excellent, and the increase in teaching force will give the school the best of facilities. A new high school building is being considered. This is superintendent Patterson's first year, but he has aroused a remarkable school spirit in the community.

Prin. E. S. Cowan is closing a term of four years at Ogallala, and goes to Creighton as superintendent next year. The high school had no equipment and four teachers carried the work of ten grades. He leaves the grades well organized and in charge of four teachers, while two teachers have the three high school grades. Much has been done in the way of providing library and laboratory facilities.

Sidney is building an addition to the high school. It is of stone, of the same architectural features as the main part. It will contain an assembly room on the second floor, two grade rooms below, and a gymnasium in the basement. This will make one of the best school buildings in western Nebraska. The school will be increased to twelve grades. Superintendent Pate has been at Sidney three years, and has signed a contract for three years more. Principal Cline has been elected at Ogallala, but may decide to remain at Sidney.

Prin. W. A. Wullschleger, of Cozad, is doing strong work in science. He has considerable mechanical ingenuity, and has constructed an automatic water bath that can be kept at any desired temperature.

Looking toward future accrediting, it has been decided to add a grade teacher next year at Campbell. The condition of the primary and eighth grade rooms has made such action necessary. This strengthening of the grades shows the right spirit in building up a strong school.

The appellate court of Illinois has held valid the anti-fraternity rule of the Chicago board of education. The rule places a penalty of discrimination against members of Greek letter societies. It forbids them to represent the school in any public capacity, athletic contest, literary contest, or to hold any office in the organization of the schools.

The Macmillan Company has just issued "A Collection of Eighteenth Century Verse" by Margaret Lynn, A. M., University of Nebraska, 1900. Miss Lynn, who is at present traveling in Europe on leave of absence, is assistant professor of rhetoric in the University of Kansas.

Mr. Oscar Storch, who was a student in engineering here some years ago, and now an engineer in Alaska, was in Lincoln for a few days. Since leaving school, Mr. Storch has worked in Arizona, Washington and Alaska. He sails again for Alaska on the thirty-first of March.

Dean Ellery W. Davis has a leave of absence for four months, and has gone abroad. He will represent the University of Nebraska at the international meeting of the Society of Mathematicians to be held at Rome in June.

Botanical Work in the Summer School

C. E. Bessey

Many years ago, so long that I don't like to count up the years, in response to the request made by many of the men then prominent in the State Teachers' Association, the department of botany opened its lecture-room, library, herbarium and laboratory for the benefit of the teachers who wanted to learn something of the kind of botany that they had been told they ought to teach. There were daily lectures in which substance was emphasized, while technical terms were very largely omitted. Following the lectures came daily laboratory work with the compound microscope. It was a revelation to the body of teachers, who had hitherto used only their eyes, to find what a world of interesting life the compound microscope opened to them. Thus green slime, yeast plants, pond scums, black moulds, green felt, downy mildews and even toadstools and puff-balls were found to be full of interest and beauty as were the lichens, mosses and ferns. And when the flowering plants were reached the microscope showed here also a world of beauty not before dreamed of, because not seen.

That the course (the only one given that summer) was helpful I have been assured over and over again by members of that pioneer summer school class, and I have never regretted the hard work which it involved that hot summer nearly twenty years ago, and practically every summer since then given, or something much like it, has been repeated. Year by year the course has been improved as experience has suggested dropping out this thing or adding that one. Last summer the work was the most successful in the history of summer school botany, and more ground was covered in a methodical way than ever before.

This year some slight changes have been introduced. Those taking Botany A will be given a bird's eye view of the whole vegetable kingdom from the lowest and simplest one-celled plants to the most complex of the flowering plants. The afternoon excursions will enable teachers to learn how and where to collect material for their classes as well as to become acquainted with much vegetation in the fields and wood lands. The program in Botany B will be a simple one. Every morning at 8 o'clock (Saturdays included) there will be an hour's lecture, and this is to be followed immediately by three hours of work in the laboratory. In the afternoons there will be botanical excursions of greater or less length, and teachers who wish to get the most out of their botanical work are urged to arrange their time so as to be able to accompany as many of these botanizing parties as possible.

Quite naturally there will not be as many teachers who will take Course B as will register for Course A. This is as it should be, for Course A is designed to meet the wants of those teachers who need botanical instruction most; but for those who have already had Course A it will be profitable to register for Course B. Here the purpose is to afford an opportunity for prolonged and persistent work in systematic botany. The teacher who feels the need of knowing more about the classification of the common plants should take up Course B. The library of the botanical department is open during the Summer School and students in this course have free access to it and also to the University herbarium of considerably more than one hundred thousand specimens. Those taking this course will be urged to collect and preserve specimens for their own private herbaria. Such collections will prove very helpful to teachers when they come before their own classes in botany in the high schools.

In both courses the fact that those who are pursuing the subject are teachers will be kept constantly in mind and suggestions as to mode of presentation and treatment will be made when the occasion demands it. An experience of nearly forty years of botanical teaching should have some lessons of value for the teachers who take up either course in botany in the Summer School.

THE UNIVERSITY TEACHERS' CERTIFICATE

G. W. A. Luckey

(Secretary of the Committee on Teachers Certificates)

The University Teachers' Certificate is granted University graduates of high standing who have satisfactorily completed the work outlined below, maintained a class average of at least eighty per cent in their undergraduate studies and shown special fitness for teaching.

The professional work required for the Teachers' Certificate may be elected by regular students above sophomore standing, by experienced teachers and by unclassified students who satisfy the heads of the departments that they are qualified to pursue the work.

Sections of the Nebraska school law governing these certificates:

"That all graduates of the University of Nebraska holding the degree of bachelor of arts or bachelor of science, and in addition thereto, certificates authorized by the board of regents showing that such graduates have completed the course of instruction prescribed by the regents and faculty of said university for the special training and instruction of teachers and such other graduates as hold the same degree from any college or university duly incorporated under the laws of the state of Nebraska, who, in the judgment of the state superintendent of public instruction, have completed in their respective institutions an equivalent of the courses in the state university, for said degrees prescribed by the regents and faculty of said university, shall be accredited as qualified teachers within the meaning of the school law of this state; and all such graduates shall have equal privileges, upon equal conditions, with graduates from any and all other educational institutions within this state under the school law thereof, said certificates are hereby declared to be valid as certificates of the first grade to teach in the public schools of the state of Nebraska for a period of three years from their date."—Sec. 1a, Subd. IX, S. L., 1905.

"After three years of actual teaching, the certificates of the graduates of the University of Nebraska or of any other college or university mentioned or described in section 1a of this act shall be counter-signed by the state superintendent of public instruction upon satisfactory evidence that the services of the applicant have been successful: Provided, that said counter-signature may be cancelled and its legal effect annulled by the superintendent of public instruction upon satisfactory evidence of disqualification; Provided, further, that such certificates shall be subject to the provisions for lapsing set forth in Section 4, Subdivision 9, of Chapter 79 of the Compiled Statutes of Nebraska for the year 1899.'—Sec. Ib, Subd. IX, S. L., 1905.

Requirements

1. General knowledge. The candidate must hold the bachelor's or the master's degree from this University.

2. Special knowledge. The completion of work amounting to at least forty hours divided between two major subjects or one major and two minor subjects which the student expects to teach. the ultimate decision as to the student's proficiency resting with the departments concerned. No major subject shall be less than sixteen hours and no minor subject shall be less than twelve hours. The subjects selected under this head should be closely allied, as Latin and Greek, German and French, mathematics, physics and chemistry, rhetoric, English literature and history, economics, sociology and history, etc.

3. Professional knowledge. The completion of fifteen hours in education, and six hours in psychology or three hours in psychology and three hours in philosophy, logic, or ethics. As a substitute for the two-hour (education) course in general methods, the student may elect a special methods' course offered by the department in which he is taking his major work.

All general questions relating to the student's work for the certificate are under the supervision of a committee consisting at present of the Chancellor, Deans Bessey and Davis, and Professors Luckey, Wolfe, French and Bolton. Recommendations for the Teachers' Certificate are made to the faculties through this committee.

The above restatement of the requirements for the University Teachers' Certificate was adopted at the last meeting of the committee on Teachers' Certificates, February 20, 1908. It will be noted that no changes have been made in the requirements excepting the three hours added to the requirements in education. This was done to bring the requirements into harmony with the recommendations of the committee of seventeen appointed by the National Educational Association. In all other respects the requirements as maintained at the University of Nebraska for the past ten years are in harmony with the recommendations of that committee's report.

SOME QUANTITATIVE CHEMICAL EXPERIMENTS

Benton Dales

A side of the laboratory work in elementary chemistry that is too often overlooked is the quantitative. Wherever possible in such work an experiment should be made quantitative. It is not meant by this that the student should make determinations with the accuracy of his later analytical work, but he should perform many experiments with the object of finding out pretty closely the quantities involved. There are two reasons for this, either one alone being sufficient. In no other way can a student be brought so quickly to a realization of proportion in chemical combination than to be asked and to have to find out how much of this thing will be formed from that. Problems help, but a few weighings, even rough ones, will do a lot more along this line than figuring on paper. The other reason is this: Weighing things will make a student think about how much material he is using and when he is asked later to make a test for something he is less apt to start with a beaker full of solution. With the smaller amounts better results are of course almost invariably obtained.

Many quantitative experiments may be carried out fairly accurately even with the simple apparatus of the high school labroatory. A balance is practically the only necessary extra piece of apparatus and one good enough for this work should be at hand anyway. Some of these determinations are the amount of water in gypsum, the amount of oxygen which will unite with a given amount of lead or magnesium, of oxygen obtainable from potassium chlorate, of hydrogen from zinc and sulphuric acid, of chlorine which will unite with lead of silver, of oxygen in the air, the composition of carbondioxide. Detailed instructions for most of these and some others as well may be found in Smith and Hale's and in other new laboratory manuals. Three of these are rather briefly discussed in the following. Incidentally many of the experiments proposed in various manuals are too difficult to be made to work satisfactorily under the ordinary high school conditions. The teacher should therefore try them himself or herself with the means at hand, so as to be sure they will work for the student.

One of the simplest of these determinations is that of the amount of water in gypsum. A porcelain crucible is weighed empty, then with some powdered gypsum, the difference giving the weight of the gypsum. Then the crucible is heated to redness for a while, allowed to cool and weighed again. This last process is repeated until no further loss of weight occurs. The difference between this final weight and the second one gives the amount of water lost. The calculation of water percentage is then easy.

The amount of lead or silver chloride obtainable from lead or silver is easily found by weighing a porcelain dish empty, then with a piece of the metal, adding nitric acid to dissolve the metal, protecting from loss by spurting by the use of a watch glass as cover for the dish, adding hydrochloric acid to obtain the choride, evaporating off the excess of the two acids and the water, evaporating again with a little concentrated hydrochloric acid, drying, and finally weighing the lead or silver chloride.

The amount of hydrogen obtainable from sulphuric acid by displacement with zinc may be found by fitting a small flask with a cork, delivery tube and separatory funnel or thistle tube, placing in the flask a weighed piece of zinc, then filling flask, funnel, delivery tube, and endiometer with boiled water. The addition of acid through the funnel will start the evolution of hydrogen and this will drive the water out of the delivery tube and be collected in the endiometer, where it may be measured. When the hydrogen evolution is finished, or rather, when the zinc is all dissolved, the hydrogen remaining in the flask and delivery tube should be driven over into the endiometer by adding boiled water through the funnel. The hydrogen volume may then be reduced to standard conditions and its weight obtained from tables. It should, of course, be to the weight of the zinc as 2 is to 65.4.

THE DEPARTMENT OF CERTIFICATION, TEACHERS' SESSION

A. A. Reed

A special effort has been made to make the Teachers' Session of the University of Nebraska as helpful as possible to those preparing to pass the examination for the various grades of teachers' certificates, state and county. Classes will be organized in all subjects required for the professional life certificate, and the preparation for the examination will be made with one end in view. These classes will carry the work for six weeks. Some of the subjects are of such a nature that they can be mastered by intensive study for this period of time. Where this is impossible, at least a good preliminary study can be made. Some who have studied the subjects previously may need a careful review before attempting the examination, which can be accomplished in the time.

In view of the importance of the work in Normal Training in Nebraska high schools, and the difficulty experienced last year in securing teachers qualified by special training to carry these subjects, it has been planned to offer courses in each branch. There will be work in Arithmetic by Professor Candy, in Geography by Professors Condra and Bengtson, in Grammar by Superintendent Watson of Valentine, in History by Professors Caldwell and Persinger, in Pedagogy by Professor Luckey, and in Reading by Professor Reed.

The Rural Division is to emphasize Agriculture and Domestic Science. As a student cannot give all his time to these subjects, important as they are, other courses will be offered to permit a consistent program of study. Superintendent Bowman of Lancaster County, will have a class in the Problems of the Rural School. Professor Caldwell will have American History, Professor Bengtson will teach Geography, Superintendent Watson of Valentine will have classes in English Grammar, Professor Loughridge will have Arithmetic and Algebra, Dr. Marshall will have Nature Study and Physiology, Professor Reed will teach Reading.

In order to meet the requirement for professional training for the second grade county certificate, the time of the Rural Division will be eight weeks, commencing a week before and extending a week beyond the University Division.

THE TEACHERS' COLLEGE

Charles Fordyce

The Teachers' College recently established by the University of Nebraska will be in readiness for students in September. In addition to the able work thus far offered in the department of education under Professors Luckey and Wolfe, all the forces of the University that make for the training of teachers have been correlated and organized toward pedagogical ends. Practically every department in the institution will offer either one or two years' work in which academic subject matter is adapted to the needs of intending teachers.

Since the policy of the college is to make the requirements for the baccalaureate degree the basis of the teacher's preparation, most of the time of the candidate for teaching will be done in the College of Literature, Science and the Arts. Strong curricula in technological subjects will supplement the above mentioned courses; among these is a two years' course in agricultural education at the Experiment Farm to meet the demands of recent school legislation. One and two-year courses are likewise offered in manual training, domestic art, physical culture and the fine arts.

The professional requirements in observation in the city schools will be extended by practical work in a Teachers' College high school which will occupy the lower story of the New Temple where seven large, well-lighted class rooms and a commodious assembly hall are being fitted up and equipped with every essential for a modern school. A limited number of secondary students will be admitted and will enjoy instruction according to the most approved methods of teaching. This high school will be under the general direction of the Professor of Educational Theory and Practice, and under the immediate supervision of Miss Anna Tibbetts, a teacher of recognized scholastic and professional ability. The

supervisor will be assisted by several experienced high school instructors.

Seniors and graduates in the Teachers College will study the educational aims and processes in the model school and will, in time, as their ability warrants, undergo transition from the work of observation to that of assisting in class instruction in such branches as have been a major in their academic training.

The Trend of Geography Teaching In the High School

G. E. Condra

This department of science is on the advance, assuming new form in harmony with the spirit of present-day education. The awakening is widespread. New York City, Philadelphia, Baltimore, Buffalo and many other cities in the eastern states employ geography faculties. They emphasize physical geography in the general courses and industrial geography in commercial courses. The Chicago high schools are, in some respects, the foremost leaders, especially in physical geography. The instruction is given by teachers who, as a rule, are trained in the University of Chicago. The emphasis is placed about equally upon the recitation, laboratory work and field studies. Everything is reduced to system, following a well-devised plan. The instruction is correlated with that of other departments, and, as a result, geography is firmly established as ninth grade science. The advance in high school geography teaching in the mid-continental schools has not been confined to Chicago alone. Practically all of the high schools and academies teach physical geography, but with varying degrees of success.

There is lack, in many schools, of adequate laboratory and library facilities. Under these conditions and in the absence of professionally trained teachers of the subject, one often finds a very false form of instruction which deals with meaningless descriptions of texts and does not supply the opportunities for making of geography a subject of educational value. The inefficient instruction is rapidly disappearing before an army of college and university trained teachers.

Physical geography is lending itself more and more to the laboratory method, calling for a real study of processes and resulting forms, and demanding exact deductions and descriptions. However, the greatest need at this time is for teachers who have studied the subject, not as a course in reading for general information, but as a science in its modern aspects. When taught in the proper form, the subject becomes the great earth science, taking its place with botany, physics and chemistry. These four, each continuing two semesters, constitute the science instruction of most high schools.

Recently, agriculture became a high school subject in Nebraska. This has disturbed the course so that we are not all agreed as to just what is to be the sequence of subjects in the future. Is agriculture to supplant one of the four leading high school sciences, possibly physical geography? Some few answer in the affirmative, but most with the negative. The subjects deal with about the same things, but in a different way. Agriculture builds upon a knowledge of physical geography. The two subjects are closely related, a condition which makes their correlation possible in the ninth grade. This practice has been inaugurated in Nebraska schools with geography in 9B and agriculture in 9A. The new plan, when properly adjusted, should result in the enrichment of both courses, the only serious hindrance being a lack of time. The subject matter of these courses is being selected and placed in proper sequence so as to make ninth grade science. The agricultural courses in high schools extend the instruction in geography and agriculture proper over a period of about two years.

The geography instruction in Nebraska high schools is increasing in quality and quantity. Teachers are preparing to give approved instruction and the school authori-

ties are beginning to furnish the necessary laboratory and library facilities. Industrial geography is being introduced into the larger schools in commercial courses and methods in geography teaching is a new subject in the teachers' course.

The expansion of the subject has been more rapid than the preparation of teachers. Geography, as it is now outlined in the schools of the state, calls for special teachers —those who have received university instruction in physical, systematic, industrial and professional courses.

The University of Nebraska offers twelve courses in geography for teachers in preparation for grade, high school and college instruction. The recitation, laboratory work and field studies are emphasized. The laboratories, three in number, are well equipped. Besides these a geography laboratory is to be furnished in the model high school of the Teachers' College. Here teachers are to be trained in actual teaching, under the direction of the dean, professor of geography, and a critic teacher.

Summarizing, we will say that the trend in high school geography teaching is about as follows:

1. The subjects are being made more inductive, concrete, practical.
2. The demand for specially trained teachers and approved instruction is growing.
3. Laboratory exercises, field studies and the recitation are coming to be emphasized about equally.
4. Physical geography is becoming the ninth grade science.
5. Universities are extending their teachers' courses, both in the semestral and summer sessions.

ATHLETICS

R. G. Clapp

Two Important Movements Toward Higher Athletic Standards at the University of Nebraska

The athletic board's acceptance of the invitation to join the Missouri Valley Intercollegiate Conference undoubtedly means cleaner and, eventually, better athletics at Nebraska. This Conference, which includes the seven strongest institutions in the Missouri Valley, namely, State University of Iowa, Iowa State College (Ames), Drake, Missouri, Kansas, Washington, and Nebraska, is copied after the Chicago Conference and the rules of eligibility of the two organizations will soon be almost identical. Nearly every strong university in the middle-west belongs to one or the other of these organizations, which are bound to dominate all the athletic standards in this part of the country. Nebraska is rated athletically as one of the strongest, if not the strongest, universities in the Missouri Valley and it is little to her credit that she was so tardy in joining this movement for better athletic conditions. She should have been one of the leaders of this movement, and very likely would have been, but for the dominance of a certain element which believes in immediate athletic victories rather than elevated standards.

The other movement, and one which is of still more value to Nebraska, is the radical change in the election of student members to the athletic board whereby the control of athletic matters is taken out of the hands of a certain clique and thrown open to the entire male student body. The two important changes enacted consist of the abolition of the 25 cent voting fee and the disenfranchisement of women students. These and certain other desirable changes came as the result of an organized campaign by some of the strongest and most representative students in the University and the almost unanimous vote of the University Senate showed conclusively that that body is awake, at last, to the real situation in athletics and it is hoped that it will keep informed hereafter and take whatever further action is necessary to maintain clean and representative athletics at the University.

The Basketball Season

The 1907-08 basketball season opened with fairly good prospects for a winning team. However, in place of the steady development which it was reasonable to expect after the victorious southern trip, there was a steady retrogression due to an apathy on the part of the few old players, the unexpected loss of several strong players, and an inability to develop a fairly good center from the available material. The northern and eastern trip resulted disastrously and Nebraska was fortunate to divide with Kansas the title to the Missouri Valley championship.

Spring Athletics and the "Freshman Rule"

Nebraska has little prospect of very strong baseball and track teams this spring. The change from the one semester rule to a full year's residence, as required by the Missouri Valley Conference, will naturally have a disastrous effect upon all of our athletic teams for one year. Without doubt the present conditions at Nebraska can be met as well by a one-semester residence rule as by a full year's residence, yet the former rule is a clear discrimination against football in favor of track athletics, baseball and basketball, and possibly there may be some institutions where these sports are of sufficient prominence to require a rule equally stringent with that required for football. Both the baseball and track teams will suffer greatly as a result of this change. The greatest blow to the baseball team is the loss of Carroll behind the bat, as there seems to be no eligible candidate of 'Varsity calibre for this position.

Had all of the 'Varsity track men who were registered this year remained in the University and been able to compete, the freshman rule would have had little effect, but the loss of Burruss in the sprints, A. D. Smith in the quarter, Dunlap in the hurdles, and Weller and Chaloupka in the shot—all of whom could have won points in any meet in which Nebraska takes part—makes the track outlook about as gloomy as baseball prospects. Nevertheless we believe firmly in the spirit of the new rules and are willing to accept gracefully the immediate effects of a rule which will eventually put all intercollegiate athletics in the Missouri Valley on a higher plane.

NEBRASKA INTERSCHOLASTIC ATHLETIC ASSOCIATION MEET

State Fair Grounds, Lincoln, 2.00 P. M., Friday, May 15

Owing to the fact that ground will soon be broken for the new engineering building, it will be necessary to hold the annual track and field meet of the N. I. A. A. on the State Fair grounds instead of on the University campus as usual. This will be a great improvement for contestants as the larger and better track will allow the meet to be run off with few preliminary trials and plenty of room for all the races. It is hoped that the University can boast of a good cinder track before another year rolls around. Every possible effort is being made to make the 1908 meet as much better than last year's as that was superior to the meet of 1906. If the number of inquiries, that are continually being received, is any criterion, this will be the greatest track meet ever held in the state.

Nebraska Interscholastic Athletic Meet

State Fair Grounds, Lincoln, Nebraska, Friday, May 15, 1908, 2 P. M. Sharp

The following events will be contested in order given below:

Order of Events

Track Events.—100-yard dash, ½-mile run, 120-yard hurdle, 440-yard run, 1-mile run, 220-yard dash, 220-yard hurdle, ½-mile relay race (teams to consist of four men, each man to run 220 yards). If necessary, preliminaries will be run in 100- and 220-yard dashes, also in 120- and 220-yard hurdles.

Field Events.—Pole vault, 12-pound shot put, running high jump, 12-pound hammer throw, running broad jump and discus throw.

Field and track events will go on together and as much allowance as possible will be made for contestants where events conflict. Contestants are advised not to enter more than three events.

Each school is allowed to enter ten men. Only two men from each school to start in

any event. No individual entrance fee required.

Receipts

The gate receipts will be used to defray the expenses of the meet, including the transportation expenses of the teams. For the past few years the Board of Control has been able to pay the larger part of the transportation expenses of contestants, but until last year there was no definite guarantee, as it was dependent upon the gate receipts.

Expenses Guaranteed

This year again Chancellor Andrews has agreed to guarantee the expenses of transportation for a limited number of contestants. The number for which transportation will be paid depends upon the size of the school and the distance from Lincoln and is determined by the following tables:

Size of School

Class A high schools (attendance above 250), transportation paid for six contestants. Class B high schools (attendance 200 to 250), transportation paid for five contestants. Class C high schools (attendance 150 to 200), transportation paid for four contestants. Class D high schools (attendance 100 to 150), transportation paid for three contestants. Class E high schools (attendance 50 to 100), transportation paid for two contestants. Class F high schools (attendance 1 to 50), transportation paid for one contestant.

Distance From Lincoln

Distance less than fifty miles from Lincoln, full number as shown above.

Distance between fifty and seventy-five miles from Lincoln, one less than full number, as shown above.

Distance between seventy-five and 100 miles from Lincoln, two less than full number, as shown above.

Distance between 100 and 125 miles from Lincoln, three less than full number, as shown above.

Distance between 125 and 150 miles from Lincoln, four less than full number, as shown above.

Transportation guarantee limited to 150 miles for all teams coming from distance greater. (Illustration: Blank High School located seventy miles from Lincoln, has an attendance of 175 pupils. Therefore, this school has a guarantee of transportation expenses for three contestants).

Take Notice

The committee wishes it clearly understood that no team is limited to the number indicated above, nor is the amount to be paid for transportation limited to the above guarantee. These tables determine **minimum** guarantee; the maximum guarantee may include transportation for a full team of ten contestants.

The total net receipts of the meet will be pro rated according to distance and number of men on teams, as heretofore, except as provided in the following action taken by the Board of Control at the meeting, held February 2:

"That the money from gate receipts, after the expenses for medals and incidentals are deducted, shall be prorated to the teams of the different schools, as follows:

"All schools less than 100 miles from Lincoln, on the number of men up to the limit placed by the constitution (10) and according to distance traveled; schools from 100 to 150 miles on one-half the number; and over 150 miles on one-fifth the number, placed by the constitution and according to distance traveled."

Silver and bronze medals will be awarded to winners of first and second places in each event and a silk badge to the winner of third place. A gold medal will be given to the winner of the greatest number of points. Places scoring 5, 3 and 1 for first, second and third places respectively. No points will be scored for this medal in the relay race.

A handsome banner will be awarded the winning relay teams. No individual medals will be granted to relay teams.

A handsome silk banner has been donated by the Miller & Paine Company of Lincoln for the team championship. It becomes the permanent property of the school winning the championship for three successive years.

Address all entries and inquiries to R. G. Clapp, University of Nebraska, Lincoln, Nebraska. Entries must be post-marked not later than 12 noon, Saturday, May 9.

The University of Nebraska

TEACHERS SESSION

Summer 1908
June -:- July

Professional Courses for Teachers of Normal Training.
Special Courses of Assistance in Procuring Professional Certificates.
A Large Number of Courses in Education and Psychology.
Courses in Agriculture, Domestic Science and Manual Training.
Opportunity for Graduate Study and Research.
A Large Number of College Courses.
Attractive Courses of General Lectures.

Division for Teachers of Rural Schools

University Farm
June -:- July

Agriculture, Agricultural Economics, Problems of the Rural School, Normal Courses in the Common Branches required for first and second grade certificates.

The second edition of the bulletin of this session may be procured by addressing the Director or the Registrar.